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School Activities

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As the Editor Sees It

Undoubtedly this year athletic programs and activities, especially in the smaller and medium-sized high schools, will be characterized by "poor material"; and this "poor material" may not put on as good public shows as were common in former years. However, the picture is not all dark. Surely many boys in this "poor material" class are boys who can and will profit from their experiences in the positions made available when the "good material" went to war or stayed in industrial plants. As a result, the program this year may come nearer reaching athletics' oft-stated but less-often-achieved ideal of participation opportunities for everyone, especially those who need them the most.

Due to loss of musicians, restrictions on practice, and perhaps lack of competent leadership, school bands this year may also be of "poor quality. If so, there is a real danger—that of over-emphasizing noisy and easy-to-play military marches. Needless to state, band members should insure that their organizations get experience with other types of composition as well.

What is suggested above may also be said about club, homeroom, and assembly programs, school newspaper and magazine material, art and similar activities—the possibility of slighting basic interests, purposes, and ideals in favor of war personnel and activities. Maintaining a fair balance between war and non-war material not only represents good common sense, but also means that war material, when used, becomes all the more significant. Continuous repetition tends to result in mere routine, and mere routine rarely represents vitality and functionality.

"As a whole, our American education is not progressive, not occupational, not social, not scientific; nor is it the education of our forefathers. It is, generally speaking, a hodge-podge of all of them. . . . Some of the schools have done too little because they have tried too much, but, by and large, the schools have done too little because they have had too few funds. . . . Too few public leaders have insisted on the importance of maintaining the schools (during the war). . . . There are, even in large cities, few well-financed school systems." These are sentences taken from a

mighty good article, "Ferment in Education," *Fortune* magazine, July, 1943, now available in reprint form (no charge) from the publishers, Time and Life Building, Rockefeller Center. You should have a copy.

This is a whisper—if you have some traditional and otherwise worthless but nevertheless hard-to-abolish organization or activity, take advantage of the "war necessity" argument and chase it out.

In at least two states the old problem of excusing elementary pupils and high school students from school for religious instruction elsewhere has again become a "hot potato." If you have it handed to you, do two things: (1) make sure that you know your state law and its court interpretations, and (2) investigate and evaluate your local sentiment. Remember that the local community, largely, pays for your school, and its wishes, if lawful and logical, should be recognized.

Two pertinent articles for your home room or other discussion groups: Blake Clark's, "Lifting the Cigarette Smoke Screen," and "Taking Dentifrice Ads to the Cleaners," *Reader's Digest* for July and August. Personally, we hope that RD publishes more of this type of article, and that the schools make wide use of them.

Judging by the number of "poems" now appearing in newspapers, a bit of active duty with the armed forces has had a tremendous poet-producing influence. By all means publish important excerpts from letters but, for goodness' sake, don't start the practice of publishing "poems."

Many a school has found its original plan of honoring former students now in the service—by means of service flags, honor rolls, and similar postings—entirely too small. Too, many a school has discovered that added-on material is not nearly so attractive as something incorporated in the original plan. In fact, it may often be advisable for a school to scrap its original plan entirely and start all over again, allowing for future development.

Education Outside the Classroom

BESIDES the usual clubs and teams designed to supplement and enrich the traditional curriculum, there are numerous activities not directly connected with classroom instruction which offer students an opportunity for wholesome and fruitful educational experiences. It is only when we add up the sum total of these extra-classroom activities and appraise their value, that we realize how far education extends beyond formal assignments and the daily ritual of recitations. Here are activities, often self-initiated but not unsupervised, which are challenging, practical, and eminently constructive; there is no compulsion—no need of compulsion—that a student engage in them; in nearly every case he does so because he is impelled by genuine interest or because he is thereby securing valuable training. Each school presents such varied opportunities. Indeed, one may tentatively venture the generalization that thoroughly effective educational results are correlated in some measure with the existence of these extra-classroom opportunities. A wise administrator will attempt as far as possible to integrate such activities within the body of the curriculum, not merely because they diversify and enrich the educational diet of the young but also because they make for more satisfactory cooperation between teachers and students, for loyalty to the school, for democratic participation.

In listing briefly what is being done in one school, we are giving but a suggestive outline of what other schools, functioning perhaps under different conditions, can achieve.

(1) Library Staff: Under the capable direction of the Librarian, a staff is selected and trained to do all the required routine work. Only those interested in such a field of activity are chosen: the conscientious and gifted student, the lover of books. The members of the staff take care of most of the clerical details: they check on the attendance; they place books back on the shelf; they charge books to those who borrow them; they keep magazines neatly on file; they learn the library system of classification; they are taught to watch out so that no books are mutilated or "borrowed" without permission; they send out notices to those students whose books are overdue and who owe fines. In short, they serve a short but enjoyable period of apprenticeship in the art of being a librarian. They relish the sense of importance that comes from sitting behind a desk; they appreciate the companionship of the other members on the staff, the fine camaraderie that prevails, the privilege of associating on friendly terms with the Librarian. It is considered a distinction, an enviable privilege, to be chosen for such an assignment. At the end of each term, the members of the staff get together for a private party. (In pre-war times they usually held a memorable and exciting all-day picnic). It should also be noted that the

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students on the staff are helpful in keeping the different bulletin boards within the library attractive and up-to-date; they are eager to assist in decorating the library for such special occasions as Christmas, Aviation Week, Arbor Day.

(2) The Projectors: Ever since visual education became an integral part of the educational program, it was difficult to solve the problem of administering the use of visual aids. For two years or so the WPA had furnished a young man to run the motion picture machine. Then the WPA appropriations were cut and the school had to fend for itself. The difficulty was overcome by organizing a group of enthusiastic, mechanically inclined lads to operate the projector. They were willing to come in at any early hour or stay no matter how late for the purpose of showing movies. Any teacher can commandeer their services if he gives a day's notice. Expert operators, proud of their knowledge and trained skill, they are pleased to be of help to the school. Even during assembly periods when pictures are to be shown, their training is utilized. At the end of the term, they are awarded an emblem as a public recognition of their fine work.

(3) Laboratory Assistants: The competition to win this coveted post is indeed keen. Laboratory assistants take care of the apparatus and the materials dispensed to the students; they assist the instructor in getting the laboratory ready for a new experiment. When any public demonstration is to be given, they are invariably on the job. Many of them declare that they have learned more from thus dabbling in the laboratory than from their regular classroom work. In fact, some of them, as the result of their experiences in the laboratory and their "collaboration" with the instructor, decide to take up the study of chemistry as their life work.

(4) Artists for the School: From various art classes, select talented students are chosen to do poster work for special occasions—for example, the sale of War Stamps or the inauguration of the drive to enlist members for the Victory Corps—and to paint designs for stage scenery when the Dramatics Club is about to present a play in the school auditorium. No social function of the school is really complete without their cooperation, and it is always unstintedly given. They are grateful for the favorable publicity thus accorded their work, glad to find an outlet for their creative originality, proud to serve. They look upon themselves as commercial artists and designers "on the make."

(5) The School Magazine: In connection with the publication of the school magazine, students

are urged to solicit advertisements from local merchants, in return for which they receive a stipulated commission. A few enterprising students, born salesmen ever ready to answer the call of opportunity, avail themselves of this offer. Other students connected with the editorial function of the periodical learn how to read and correct proof, prepare a layout, meet a deadline, criticize submitted manuscripts, write headlines, editorials, social gossip, sports news, and fill-ins.

(6) **Workers for the commercial department and the General Organization:** The head of the commercial department requires the services of two or three highly capable secretarial students to take down dictation, type letters, and keep books. They collect school funds, deposit them in the bank, balance the books, take care of the flow of supplies used by teachers in the commercial department.

(7) **The Safety Squad:** This organization plays an important role in the democratic administration of the school. Theoretically the members are on duty whenever the school is in session, whenever an emergency might arise. Their functions are manifold: they safeguard against danger; they administer first aid to any one who is injured; they help to supervise the rapid and disciplined exit of students in case of a fire drill; they initiate new members and teach them the rudiments of first aid; they give demonstrations in the assembly; they appeal to the student body for complete cooperation or issue timely warnings when the need arises.

(8) **The Patrol:** Different in structure and purpose is the Patrol, an organization whose purpose it is to facilitate the smooth passage of students through the hall during the changing of classes. The members of the Patrol wear identifying badges and are empowered to prevent students from using the wrong stairway; to keep lines moving; to stop disturbances of any kind; to see to it that no students loiter in the halls once classes start; to guard the lockers so that no one comes there without an official pass; to assist in the lunchroom where order and cleanliness must be maintained. Should they, despite all their efforts and appeals, fail to receive cooperation, they are authorized to issue a summons. Then the offending student must stand trial before the Student Council.

(9) **The Victory Corps:** The recently organized Victory Corps won many enthusiastic supporters. It was soon integrated with the group of Commandos who had received intensive training in the gymnasium. Those who could climb a rope within a given time, do somersaults, jump a given height, and perform other feats requiring strength, agility, daring, and skillful coordination were appointed lieutenants—that is, if they also displayed the requisite qualities of leadership. Their function would be to conduct setting up exercises in various classrooms during a scheduled part of the day. Other students were called upon to help sell war stamps or volunteer for some essential war service.

(10) **Assistants in the Main Office:** These stu-

dents are clerical helpers and factotums: they answer the telephone, distribute mail and notices in the teachers' boxes, carry the daily mimeographed bulletin to the classrooms, call for students personally, alphabetize schedule cards, and prove themselves generally useful.

Many more activities could be described. No doubt there are many schools where valuable extra-classroom activities not touched upon in this article are under way. The point to be borne in mind is that these activities serve a genuine educational purpose; they are not a means of exploiting the dynamic energy of the young for the convenience of the teachers or the administration. These activities justify themselves on the whole by virtue of the fact that they are inherently educational and provide valuable experiences of one kind or another. What is more, they integrate the student into the life of the school; they often furnish him with useful training; they afford him an opportunity to shoulder responsibility, to carry out important assignments; they help the development of his social personality; they implement the practice of democracy in education; they offer scope for the qualities of initiative, skill, and leadership, which are often neglected in the classroom. In conjunction with the many other extra-curricular activities that go on in the school, they serve greatly to enrich the formal learning process, often too largely theoretical and academic.

Nine Rules of Fair Play in Intercultural Relations

1. Respect the cultural sincerity and integrity of other groups.
2. Be sensitive to the accumulations of tradition in other groups.
3. Read and appreciate the literature, the arts, and philosophy of other groups.
4. Cultivate at least a few deep, personal friendships with members of other groups.
5. Think of other groups in terms of the best individuals that they produce.
6. Deal with each individual according to his capacities and graces, not according to a stereotyped label society may have put on his group or faith.
7. Work with people of other cultures, not for them.
8. Make the adventure for truth, beauty, and goodness a mutual enterprise, inclusive of all cultures.
9. Temper your own group-drive with a civilized regard for the rights and liberties of other groups.

Lawlessness destroys the very foundation of liberty.—*Ranger*.

Patriotism is characteristic of a good citizen.—*Roberts*.

An Extra-Class Program at the Junior High School Level

OVER a century ago, Samuel R. Hall, in his *Lectures to School-Master on Teaching*, wrote: "Your work is not done, when you have adopted a judicious mode of governing and teaching." Today our teachers are beginning to appreciate the truth of that statement.

Extra-class activities for American children of junior high school age are not of recent origin. We know that John Lovell, colonial Latin-grammar-school master, sponsored a French club for the students after school hours. Hall proposed that "having succeeded in establishing order in your school, extend an invitation to those scholars, to meet you on some evening, who are willing to make uncommon efforts for acquiring knowledge," and many teachers a century ago did provide for extra-class activities. But never before have extra-class activities at the junior high school level provided a network of opportunities, for those "who are willing to make uncommon efforts for acquiring knowledge," as vast as that of today.

To illustrate how diverse the activities may be, and yet be adjusted to an administrative scheme, the extra-class activity program of the Champaign (Illinois) Junior High School (enrollment approximately nine hundred) is here outlined.

In addition to the usual time available before and after school, at noon, in the evening, and on Saturday, the fourth period each day has been left free for extra-class activities. Except for Friday, the period is shorter than the regular class periods, lasting from 10:27 to 10:57 A.M. The activities that function during this period for all second semester students, and for first semester eighth- and ninth-grade students, will be first described.

On Monday, fourth period, all students are in their homerooms—usually planning for the week's extra-class activities. This Monday period is sometimes used for extra-class activities of an unexpected nature. During March and April, 1943, this period was devoted to activities based on an "all-school nutritional outline" prepared by the home economics department and correlated with the government food rationing program. Sometimes one of the grade-groups will call a business meeting for its members.

On the first and third Tuesdays of each month, fourth period, the students have their homeroom programs. The programs are based on material which has been carefully prepared by faculty committees, but are revised by homeroom students to meet their own particular needs at the time given.

On the second and fourth Tuesdays, fourth period, the students (not more than ten from any homeroom) may, by obtaining permission from their homeroom teacher, attend pupil forums. Both the eighth- and ninth-grade stu-

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dents have their own forums, and since there are nine homerooms in each grade, each forum has an approximate attendance of ninety students.

The forums are administered by a pupil-faculty committee of twelve members—seven of these members being students. Topics discussed are such as these: "How does my appearance influence others?" "How can I learn to recognize my handicaps and overcome them?" "Hints on dating." "Can't I have any fun at school?" The topics are suggested by students and selected and announced several days in advance by the pupil-faculty committee.

On Wednesday, fourth period, the service organizations hold their meetings. Members of these organizations have met pre-determined advantageous standards, and must continue to meet these standards while members. Members of the Student Council, Department of Social Welfare, and Department of Public Property are elected representatives by their homeroom groups. The Council attempts to sense the needs of the students as a group; to make the school a happy and inspiring place in which to spend three very important years. It sponsors many of the school's activities, such as Community Chest drives, ticket sales to school entertainments, sale of War Stamps and Bonds, and projects for creating better school citizenship and spirit.

The Department of Social Welfare orientates new students, keeps contacts with children who are ill, and in cases of student need for food and clothing is often the first to make the discovery. This group, too, attempts to create a spirit of good fellowship within the school body.

The Department of Public Property has for its slogan, "Save, Conserve, and Preserve." It conducts a "Lost and Found Station" where students may go to identify lost articles; it returns articles found which are identifiable; it checks pupil lockers regularly after school to see that unfastened lockers are not pilfered. Articles unclaimed for one year are sold to the students at a public auction; lockers found left open are emptied and the occupant warned about their carelessness when they come to claim their property. This department sponsors occasional locker clean-up periods.

Other Wednesday service groups are the Library Staff, the Highlights (newspaper) Staff, the Retro (yearbook Staff, Bureau of Hospitality, Bureau of Indoor Traffic, Bureau of Decorations, and the Patrol Boys.

Thirty-five seventh-, eighth, and ninth-grade

girls, called "hostesses," are members of the Bureau of Hospitality. They are on duty at designated periods throughout the day. They greet visitors, act as ushers at assemblies, deliver messages, examine passes of pupils, and assist in many ways in the corridors.

Twenty-five reliable eighth- and ninth-grade girls, called "monitors," are members of the Bureau of Indoor Traffic. These girls direct traffic in the corridors before and after school, and supervise students who bring their own lunches to school.

The Patrol Boys are on duty at bike races, street corners, and at other posts when needed. "Safety First" is their motto.

The boys and girls of the Bureau of Decorations have as their purpose to try to make the building as attractive as possible for the various drives and holidays of the year. This group serves as a publicity department for many student groups. They make posters for plays and work with art classes in making scenery.

All groups meeting on Wednesdays, fourth period, educate for self-government and assumption of responsibilities, and present opportunities for services to worthy causes.

On Thursday, fourth period, some thirty or more recreational clubs meet. Members are attempting to discover new interests, or help develop old interests, in recreational activities. Representative clubs are: Airplane Modeling, Music Appreciation, Beginning Knitting, First Aid, Social Dancing, Camp Cookery, Arts and Crafts, Girl's Tumbling, Junior Red Cross, Airplane Spotters, Stamp Collectors, Junior Experimenters, Typewriting, Boy's Calisthenics and Games.

On Friday, fourth period, all students attend a school assembly. The assembly programs are planned to provide participation by as many pupils as practicable. Sometimes a paid speaker or performer gives the program at no expense to the students, but almost all programs are planned and given by the students.

The program for first-semester seventh-grade students is somewhat different during the fourth period. They have their homeroom programs and attend the regular assembly, but they do not belong to clubs or have forums. One day each week, fourth period, they attend a seventh-grade assembly where seventh-grade homeroom groups in turn throughout the semester give fifteen minute programs. Following this program, information is presented by students and faculty members which is expected to orientate these pupils to the school and its work.

Several activities are functioning during the first period of the day, since most pupils are not required to be in attendance until the homeroom period, which lasts ten minutes from 8:34 to 8:44 each morning. Some music groups meet at eight o'clock. Many of the fourth period groups have additional meetings at this period. Many students go to their homeroom at eight o'clock and plan for homeroom activity work during this period present these plans to other members of the group when they assemble for announce-

ments and checking of attendance. Although the period is short, where little discussion is called for much can be accomplished.

Schedules are so arranged that members of the Band and Orchestra groups practice during the eighth and ninth periods.

Opportunities for touch football, horseshoe pitching, shuffle-board, tennis, and similar activities are provided at the noon hours.

Many groups carry on activities during the tenth period, following school dismissal at 3:09 o'clock for most pupils. The Drum and Bugle Corps practices at this period on Wednesday. The School Bank receives money for deposit and sells War Bonds and Stamps, the Lost and Found Station is open to restore lost articles, the Department of Welfare checks the building for clean-up purposes at this hour.

A student Nutrition Clinic has established offices in the *living center* (a small, tastefully furnished room adjacent to the department's kitchen) to correlate information and distribute materials to pupils who want to know more about the fourth-hour nutritional activities sponsored by the home economics department. They are open the tenth period.

Several groups hold meetings at this period, such as the Honor Society, grade-group organizations, and homeroom committees.

Homeroom tournaments in various sports are held from 3:10 to 4:30 o'clock. Varsity athletic groups practice and play games at this time. Sometimes the athletic contests are held at night or on Saturday morning.

Many all-school and all-grade activities are sponsored during the year, such as War and Community Chest drives, salvage drives, school elections, a carnival, an operetta, an Industrial Arts and Home Economics exhibit, a Musical Festival, Citizenship Week, a jalopy parade, club exhibits, and paper drives. These activities often operate during any and all of the activity periods but are not permitted to operate at the expense of the class periods. However, some activity work can be correlated with the classroom work, and this is often taken as an opportunity rather than as an interference.

Many of the all-school activities have served as money-making activities in addition to their educational value. More than one thousand dollars earned in this manner last year was invested in War Bonds.

Considerable space would be necessary to describe the opportunities open to individuals who serve as office helpers; checkers of classroom, laboratory, and athletic equipment and supplies; marshalls for fire and air-raid drills; stage assistants; candy sellers at athletic contests; ushers at school functions; movie projector and film service boys; cafeteria helpers; and cheer leaders. All provide for service and for growth.

The extra-class activity program described is not claimed to be an ideal program. It does, however, seem to be functioning with some success.

Suggestions to the Discussion Leader

THIS article is the result of a group procedure involving background reading, discussion, rewriting of the outline arrived at in the discussion, and joint writing of this final outline. The group met at The Johns Hopkins University and included the following members: May R. Dixon, Sarah Katzoff, Joseph L. Krieger, Mignon Lerp, Mae Maloney, Elizabeth Perkins, and W. Kenneth Vansant.

I. There are many personal characteristics the possession of which a discussion leader will find are assets to his effectiveness. Among these the following seem especially desirable:

- A. *Personal enthusiasm* will be convincing and contagious.
- B. *A sense of humor* will help preserve a proper perspective.
- C. *Tact in human relationships* will make for harmonious and expeditious handling of the group.
- D. *Poise*, with its lack of annoying or distracting mannerisms includes control of facial and vocal expressions as well as posture illustrative of alert attentiveness but not tenseness.
- E. *Self-confidence* and a sense of responsibility will make it easier for the leader to be accepted by the group.
- F. *Respect for others* implies courtesy and friendliness. These are basic democratic attitudes.
- G. *Neatness* is an asset in achieving a pleasant impression.
- H. *A feeling of well-being* is important to the leader because a group unconsciously senses and is influenced by his vitality or the lack of it.
- I. *A sense of fairness and justice* on the part of the leader should be evident throughout the discussion.

II. Preparation for the discussion may properly include knowledge about a large number of items in addition to a knowledge of the discussion subject.

- A. *The composition of the group* should be understood with reference to its size, ages included, distribution of the sexes, the general school levels or academic backgrounds included, and special interests within the group.
- B. *Subjects previously considered by the group* should be known so as to help orient the leader to any general plan or program into which he is fitting.
- C. *The aims of the group* and the purposes to be accomplished by the discussion should be understood. Special needs or characteristics of the group may exist in

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such a way as to present a peculiar problem which if understood by the leader increases his opportunity to serve the group well.

III. A thorough knowledge and preparation of the discussion subject is essential for effective leadership.

- A. *The issues involved* should be clearly understood and organized logically.
- B. *Factual data* should be at hand with reference to these issues.
- C. *Appropriate illustrations, challenging questions and statements* designed to stimulate and supplement thinking should be in readiness for use.
- D. *Intelligent anticipation* should be made of specific problems, questions, general issues and areas likely to arise.
- E. *A tentative time allotment* for the entire period and for sub-divisions ought to be prepared.

IV. Numerous leadership techniques are important for effectiveness in the conduct of a discussion.

- A. *The interests of the group* and their discovery must be a matter of constant alertness for the leader. This may be accomplished by having written statements of interest submitted, by encouraging oral contributions designed to show individual interests, or by careful observation by the leader of reactions indicative of special interests.
- B. *Environmental factors* should be adequately cared for. Circulation of fresh air should be provided; light should be without glare but sufficiently strong for note-taking and reading; the room should be warm enough for comfort, not for drowsiness; seating should be as comfortable and informal as the situation will permit.
- C. *Stimulating and motivating techniques* must be in constant use.
 1. *Questioning* should be utilized effectively. By directing questioning to an even sampling of the group wider participation may be achieved. Economy of time and unity of interest can be effected by keeping questions to the point.
 2. *Appropriate quotations* may be effective in motivating thought and discussion. Sometimes quotations motivate thinking by presenting new

ideas, sometimes by presenting an idea in general opposition to the line of thought developing in the group.

3. *Over-talkative people* should be tactfully headed off in order to hold interest and protect others.
 4. *The time budget* must be rearranged as developments in emphasis and interest emerge during the discussion. Strict adherence to a rigid time budget covering various phases of the discussion may handicap the leader and the progress of the group.
 5. *Individuals known to have data on the problem at hand* should be directly questioned when their information is of most use.
 6. *Frequent summaries* keep the aim or goal in mind and help direct progress toward accomplishing the purpose of the discussion.
- D. *Democratic attitudes* must be kept in mind and effectively practiced.
1. *A friendly and unbiased attitude* toward each member of the group will encourage contributions from all.
 2. *Respect for all sincere opinions* and contributions is essential.
 3. *A sense of humor* properly applied rules out sarcasm and ridicule of the kind that hurts individuals.
 4. *Constructive criticism* and *positive questions* should be encouraged.
- E. *The role of the leader* should be preserved by staying in the background intelligently.
1. *Personal judgments* should be withheld in favor of group thinking until it is certain the group has contributed all it can or until participation of the leader is needed to carry forward the discussion.
 2. *Too much talking on the part of the leader* is to be avoided.
 3. *Occasional pauses* are very desirable.
- F. *Good discussion techniques* should be encouraged on the part of individuals in the group.
1. *Attentiveness* should be encouraged.
 2. *Courtesy* and *good manners* should be practiced.
 3. *Individuals* should *speak sincerely* and *to the point*.
 4. *One person* should *talk at a time*.
 5. *Jargon* and *filibustering* should be avoided.
 6. *Petty personal quarrels* should be settled elsewhere.

Who is there so vile that will not love his country?—Shakespeare.

Two Activities Showing Initiative and Resourcefulness

RICHARD SPEISS

Bloomfield High School
Bloomfield, Michigan

EACH fall the students of our eleventh and twelfth grade history class plan and carry out our regular student council election. For the past five years they have been responsible for posters, campaign speeches, and anything else that might be advantageous to the party with which they are connected.

A nominating committee, made up of representatives of each homeroom, nominates three candidates for each office, and the history class carries on entirely from there. One group must make up the ballot and take charge of the voting. The others divide into three groups and select a party name and a campaign manager. The three managers meet and decide on the order of speakers at the assembly, and on division of the choice places to hang posters. Each party then has a free hand in originating ideas.

This year the students asked to have the assembly outside. We had a suitable stage and a sound system, so this privilege was granted. Students of one group had a banner with their candidates names on it. Another group passed roses to the audience. Probably the greatest attraction was originated by the "Progressive" party which had leaflets dropped on the crowd by an airplane.

While all this was being planned, the group in charge of the voting had secured permission from the township to use some of their voting booths. These were set up in the auditorium, and no posters were allowed there. This committee took the responsibility of getting and returning the booths.

This program was planned and carried out entirely by the students. The teacher only checked the final set-up of the assembly itself.

Another program carried out by our student council representatives may be worthy of mention. Four years ago the student council voted to purchase a plaque to go to the homeroom that could put on the best short amateur act. The acts all are staged at one assembly.

The student council consists of four officers, and two representatives from each class from seven through twelve. These sixteen people last year took complete control of the program. A full month before the event was to take place a schedule of practice for each group was arranged to let the classes know when they could use the stage. Individual performances were arranged to take place between the acts. The staff advisor for the council did nothing but check with the president of the council.

A 1943 Hallowe'en Party

HALLOWE'EN parties this year are going to be more than just an occasion for fun-loving young people to get together in a spooky atmosphere and consume hordes of doughnuts, pumpkin pies, and cider. For while their parents work in cooperation with the National Hallowe'en Committee and invite service men and women to their grown-up celebrations, high school students can make their own contributions to the war effort while still enjoying a good time on October 31.

They might, for example, charge admission to their house parties or school club parties and turn this money over to their local USO club or service canteen. The usual prizes for party games should be replaced by war stamps and instead of the little meaningless paper favors, each boy and girl can be given a small boutonniere of war stamps.

However, any effort to completely transform a young people's Hallowe'en party into a military or patriotic affair would be anything but successful. For without the traditional eerie surroundings, and the indispensable jack o' lanterns, black cats and witches, Hallowe'en just wouldn't be Hallowe'en. Ghost stories, fortune telling games, apple and doughnut dunking, and all the other honored pastimes should have their place on the program, and it would be sheer heresy to omit the black and orange crepe paper decorations.

It is by no means necessary for any teen ager's parents to work themselves into a frazzle preparing the decorations and refreshments and planning the entertainment, since all of these arrangements can very easily be made by the young host or hostess, especially if a few chums are willing to pitch in.

Decorations can be equally effective if they are simple, and any youngster can do wonders with a few yards of crepe paper and a little ingenuity. Braided streamers dangling from the chandelier, a few jack o' lanterns peering from dark corners, and dark paper to shield all electric lights are all that is really necessary. Black pasteboard boxes with a jack o' lantern face cut in each of the four sides are simple and sufficiently wierd looking lamp shades. The refreshment table will look very much more in tune with the occasion if it is covered with more orange and black paper, or a fancy paper cloth, and festooned with colorful paper plates and cups.

As a matter of fact, what's on the table in the way of refreshments is always a lot more important to young people than is the table's aesthetic values. Here again matters can be managed nicely without assistance from the older folks. A brimming bowl of apples and nuts, plenty of cider and doughnuts, simple sandwiches, and perhaps a pumpkin pie or two purchased from the local bakery will fill the bill nicely.

The national Hallowe'en Committee, when it

NATIONAL HALLOWE'EN COMMITTEE
50 East 42nd Street
New York City, New York

was organized two years ago to promote family Hallowe'en parties for men and women in Uncle Sam's armed forces, discovered a multitude of new and interesting games especially designed for young people.

One of these very much in the spirit of the times is "Midnight Air Raid." This requires a large map of the world, which is hung on a wall, and a paper cutout "bomb" for each player. The "bombardiers" are lined up opposite the map. Each "bombardier" is given a few seconds to study the spot on the map he is to "bomb." To make the game more interesting, you can scatter books and other unbreakable objects in the paths of the players. The "bombardiers" are then blindfolded and started toward the map. If he touches one of the obstacles, he "crashes" and if he pins his "bomb" in the water area of the map he is drowned. The winner, of course, is the "bombardier" who pins his "bomb" nearest to the target.

Then there's the apple race, when all the youngsters attempt to push an apple across the floor with their noses, much in the fashion of an old-time peanut race. Doughnuts provide the equipment for a new version of ten-pins. Here is the idea: plunge three toothpicks or matchsticks into ten doughnuts, so that they will stand up. The doughnuts are arranged on a clean cloth, and each player is given an apple to use as a ball. The player who knocks down the most doughnuts, however, has only won half the game; for in order to be declared the winner, he must dunk his doughnuts into cider and eat them more quickly than do any of the other players who have also knocked down doughnuts.

The traditional scavenger hunt can be turned into an opportunity to collect some of the scrap materials that are still needed in the war effort. The boys and girls will have fun digging up these odd pieces of scrap, and at the same time will be serving a worthy cause.

All in all, the teen-age Hallowe'en parties today are certainly a far cry from the destructive, harmful pranks which used to be a nightmare to peace-loving citizens whenever October 31 rolled around. Young folks have discovered that they can enjoy themselves fully without ruining one another's clothing with colored chalk, and turning in false fire alarms. And this year, they are going to find that they can transform their festivities into a substantial contribution to the war effort at the same time.

Readers of this publication who may have problems on how to run a Hallowe'en party are invited to write for free advice to the National Hallowe'en Committee, 50 East 42 Street, New York City.

Do We Get All Possible Benefits from Our School Publications?

ORGANIZATION and detailed arrangements required for the preparation and sale of publications made up and sold within the secondary school present a number of interesting problems which may be solved with many affirmative benefits.

In many schools the English department takes complete charge of the publication and distribution of the school magazine or yearbook without the assistance of either the commercial department or any other. When this is true, can it be said that, educationally, vocationally, or otherwise, the student body is deriving all the benefits it should from this medium of expression or activity? The literary talent and business ability necessary for the success of school publications cannot possibly be limited only to the English department of the institution.

THE RECRUITING OF LITERARY TALENT OR ABILITY

Literary talent or ability concerns itself with the presentation and interpretation of all phases of school life and activity, in a language that should draw pupils to the school publication like small boys and girls to a cookie jar. This type of literary personality should be ferreted out. It must also be fostered and encouraged.

It should be remembered that the ability to write up some newsy event around the school need not necessarily place its writer in a class with so-called "high-brows." There is entirely too much misunderstanding by pupils and others on this particular point.

There are many secondary school boys and girls who have rare ability to describe and write up happenings of interest to them and their school. Their English may not be satisfactory at the start, but may we ask at this point, "Why are pupils taking eight terms of English in the high school? Is it because they are supposed to be proficient before they begin?"

While many of these raw reporter, or writer, recruits may not be good at the beginning, they can be led to improve through practice, especially when it brings to them added ability plus a measure of fame. There is not a single secondary school in our country which does not possess the composite ability to produce a school publication successfully, where united cooperative effort on its students' part is properly encouraged and utilized.

It may be well here to paraphrase one of the modern advertisements of the day by urging every pupil of the secondary school to follow this advice: "Don't envy a good writer—be one!"

THE BUSINESS SIDE OF SCHOOL PUBLICATIONS

While literary ability plus school spirit is essential for the good of the school paper, there is another type of ability which is even more important if such publication would thrive and

HARRY D. SMITH

Central High School
Paterson, New Jersey

prosper after the literary shining stars have completed their altruistic endeavors in behalf of the school and its student citizens. We refer here to what is commonly known as the "business end" of the school publication—the clerical work, salesmanship, and advertising necessary if it would attain complete success as a junior business undertaking.

With this in mind, we realize first of all that no newspaper or magazine issued for general public consumption can be printed without a deficit unless the price per copy is high and prohibitive or paid advertising by local merchants is embodied therein.

It must also be remembered that no merchant, storekeeper, or manufacturer advertises in a newspaper, magazine, or publication of any kind with an open mind or pocketbook unless such advertising reacts profitably by way of increased sales. Therefore, every sale of advertising space in a school publication is exactly like fuel to a machine or food to the human body.

THE SCHOOL PUBLICATION'S ADVERTISING

Strange to relate, however, this important phase of the school publication has been very much neglected. This means loss of revenue or income, it is true, but, what is of equal importance from the viewpoint of Business Education is that pupils lose valuable opportunities to apply to practical business life on a junior basis the principles of commerce learned in the classroom.

There are two big things the advertising manager of every school publication and his or her assistants can do to make present advertisements successful—also to increase the advertising space sold to, and used by, business firms who place their advertising with us. No single page of advertising should be considered complete in a school publication unless at the top or bottom of each advertising page there appears a line of language in a vein similar to the following:

Kindly patronize our friends, the advertisers.
also

When you buy from advertisers, please
mention our publication.

When you do this, and your advertiser sees that you cooperate with him, you can be sure that there will be present a greater possibility of renewing that advertising contract, even though the advertising may not bring profitable

results during the first year of its appearance.

HELPING THE SCHOOL PUBLICATION ADVERTISER

There is another important matter which can be handled effectively by the advertising department of a school publication. We refer to the make-up of the advertisement itself.

If you have a salesmanship and advertising class in your secondary school, why not ask the teacher of that class and the pupils comprising it to take up for discussion and improvement every advertisement which you have sold to a local merchant, storekeeper, or manufacturer. It is not necessary to wait until the advertiser talks to you about the matter. Take the initiative. Would it not be a pleasant surprise to spring on the advertiser to present to him the improved copy? If it is satisfactory, it will naturally be used in your publication as well as in others. If it is not satisfactory, or the advertiser does not care to make the suggested change in copy, he cannot fail to note that you are performing a service in a good cause with the best of intentions.

SCHOOL PUBLICATION DISTRIBUTION

If the school publication has an efficient and successful advertising department which is capable of selling plenty of advertising space to local business people, it is probable that the same school paper also has a circulation department that is equally efficient. Efficiency in the advertising and circulation departments often appear together. There are, however, certain very important factors to be considered from the viewpoint of circulation.

One matter we must consider vitally important is that a promise made should be a promise kept. If you promise your consumers or clients or fellow-pupils that your school publication will appear on a certain date, do not allow the printer or anyone else to hold up the date of publication or distribution time schedule.

PROMPT DISTRIBUTION BUILDS AND MAINTAINS GOOD WILL

If you do not keep your promise as to the day of publication or distribution, you will surely lose a great deal of prestige. This is one of the most important factors in business, not only for the purpose of retaining the patronage of old customers, but also to obtain new ones. If on the other hand the circulation department of any secondary school thinks that an appeal to school spirit, or to anything else, will make up for such breach of promise or loss of prestige, the individuals comprising it will learn a great deal about human nature in general and secondary school pupil human nature in particular.

DELAYED DISTRIBUTION MEANS DECREASED SALES

There is another angle to this question. It has to do with the matter of ready cash. If you promise the distribution of the school paper for a certain date, the likelihood is that the average pupil will have the cash on hand *then* for that paper.

Also, on this sacred date, too, no other money or monies should be asked for or collected. One

of the most serious business mistakes ever made in secondary schools is the collection of monies for two or three undertakings at the same time.

If there is a delay of even a day, your sale of the school publication will be hampered because you have tampered with that delicate mechanism called human nature, which, from a business angle, should always be catered to.

There is still another phase to the efficient and successful distribution of the average school publication. You have no doubt noted how quickly "extras" of newspapers are bought up by impatient citizens who are anxious to read about some important event *themselves*. Just give them an opportunity to look over the shoulders of their neighbor who has bought a copy of it, and the possibility is strong that an additional sale will not be made. This identical situation applies to the school publication. Its distribution should be made almost instantaneous.

The bundles of school papers should be brought into the school building at a certain definite time to harmonize with best distribution conveniences. Upon entrance of the bundles into the building, the least possible time should elapse before thorough distribution is made. This process naturally requires a good organization possessed of business ability which the commercial department can supply amply.

COOPERATION OF ENTIRE SCHOOL IS ESSENTIAL

While there is much more to this matter than has been mentioned, enough has been said to indicate that the guiding hand of the commercial department is essential for the efficient handling of the school publication, more especially of its advertising and distribution. However, while the English department can continue to do its great share in locating and fostering writing ability, methods should be adopted to secure the whole hearted cooperation of all departments in the school.

Cull Your Mailing List

If it comes to cutting down on news print, there are few student papers which cannot effect a worth-while reduction by culling their mailing lists.

In too many cases, mailing lists represent an accumulation of years. Once on, it seems too much trouble to take off a name. You may be surprised, too, to find many cases of duplicated names.

Keep worth-while contacts, whether as exchanges or as people whom it is desirable to have as readers even though they do not pay.

But duplications and the long list of those once-but-no-longer interested should be cleanly weeded, not only to save paper, but also to reduce the load on the heavily burdened postal service.

Clean up your mailing list!—*Scholastic Editor.*

America is a tune. It must be sung together.—*Lee.*

Local History Makes a County School Project

LOCAL pride of Smith Center people in the fact that their pioneer doctor, Brewster Higley, wrote a poem which he called "My Country Home" and which was later set to music and became "Home on the Range" gave rise to a movement toward a community pageant and play depicting incidents centering around Dr. Higley's life and work.

The pageant "Home-coming on the Range" was first presented in Smith Center in 1941—with the help of and under the direction of the Industrial Development Commission of the State of Kansas. The Commission supplied a writer for the play and a director for the production.

After the parts were assigned, the characters practiced reading them until the desired proficiency had been attained, and then all voices were recorded. This made memorization of parts unnecessary and saved much time and effort.

The pageant was presented at the Smith County fairground at night on a stage erected in front of the grandstand. An amplifying system was used to bring the recorded speaking part to the audience, with the characters only moving their lips and suiting their actions to the recordings. Only those persons connected with the pageant knew that the characters were not really speaking.

A parade of pioneer couples, covered wagons, Indians, and mounted horsemen was one of the scenes. An old-fashioned square dance and Dr. Higley at work treating some of his patients were others that added much to the interest.

Naturally Smith Center's program aroused interest throughout the country. The story of Dr. Higley brought to mind other stories of early settlers. Each community boasted of its early heroes, and the incidents related revealed the opportunity for a series of local-history programs.

After sponsoring the first "Home-coming on the Range" the Industrial Development Commission turned over the responsibility for future productions of this kind to the local community. In 1942 the Smith Center Chamber of Commerce, with the help of willing people from all over our county, sponsored our own "Home-coming on the Range."

We found many talented people in our county—writers, historians, actors, and others with abilities needed in our production. One was a banker who had a set of sound-recording equipment and who was willing to make our recordings. This time we used the city auditorium

W. E. LEE

*Superintendent, Smith County Schools
Smith Center, Kansas*

and played to a packed house.

Now the Smith Center "Home-coming on the Range" shows promise of becoming an annual event. It is true that we may have to discontinue our annual feature for the duration, but the pageant will be resumed. Intense local interest is back of it, and steps have already been taken to make it regularly the main feature of "Old Settlers' Day," which is the first day of the Smith County Fair.

This project shows great promise as a county-wide undertaking. Our county is rich in pioneer history. Early day events which can be reproduced are of interest to all, because they reach back to touch upon the history of many of our families.

Our population is relatively static. Many of our people are related to one another. Consequently this annual coming-together is something of a family reunion, and the program dealing as it does with stories involving common ancestors gives many persons of the present generation a common interest.

We hope to carry on our "Home-coming on the Range" as a county school project, with English teachers and their classes supplying the scripts and dramatics teachers and their classes producing the pageant. Proceeds from the enterprise will be prorated to the participating high schools to encourage the purchase of needed equipment for the activity groups that have a part in the production.

This account of the development of Smith County's annual program is given here in hope that it will suggest similar projects in other places. It combines many of the advantages of a fair, a picnic, and a community get-together. The writing of the scripts offers incentive to those persons who have creative literary ability. The research necessary for making the historical incidents authentic reveals not only local history but the nation's history as well. Dramatic and speech abilities are developed in the stage performance. The recording of voices adds an incentive for the cultivation of the voice—proper enunciation, modulation, and other qualities brought out noticeably in a recording. Art, shopwork, and physics departments each have parts in making scenery and stage settings and in producing the desired lighting and sound effects.

Foreign Language Clubs and the War

THE WAR is affecting foreign language clubs in two ways. First, our suddenly increased interest in other countries and in other peoples has stimulated a desire in most students to learn as much as possible about foreign places prominent in news, and programs on such subjects as Mexico and North Africa are very popular. And secondly, curtailed pleasure driving has reduced the entertainment resources of our young people as well as of their elders, and high school clubs of all kinds are enjoying increased opportunity than ever, especially for foreign attendance and interest in consequence.

The club thus provides a better learning language teachers keenly aware of their responsibilities in giving as wide a view as possible of this world to youngsters now living in a global war and destined to work out their lives in a closer association of nations and races than we have ever known before. The students themselves are eager to learn about their neighbors in both hemispheres and are demanding more frequent and heavier programs than formerly.

For its serious meetings last year our local club chose a series of programs introducing different languages. Since the group comprises Latin, French, and Spanish students, it was decided to start with Greek and continue through Italian, German, and Portuguese to Russian. Later, if we can find someone to present them, we should like to get a glimpse of how the oriental languages differ from those of the west.

This sounds like a very ambitious program, and of course no one pretends to acquire much of a knowledge of a language in one or two evenings. But our students enjoyed learning the Greek alphabet and pronouncing a few Greek words and phrases. They were delighted to find similarities in the romance languages and to be able to read simple Italian sentences from their knowledge of French and Spanish. They were interested in words from these languages which they use all the time without thinking of their origin—such as debutante, kindergarten, rodeo, piano; and once started on that line of thought, they were able to add many other examples to the ones we had listed. Only the Latin students felt really at home with German declensions and word order, and no one could do much but wonder at the Russian. It was interesting for all, however, and whenever words in these languages occur in the news now-a-days, our students delight in trying to pronounce and understand them.

In the discussions following the talks on the language, the most frequent questions were: "What is the Russian (or Italian or Mexican) like?" "How does he differ from us?" "Are there any of these people in our part of the

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country?" "Why did they come here?" We have tried to point out some of the characteristics of each national group, some of their contributions to western civilization and to our cultural development. In our region, the Mississippi valley, there were in the last century large permanent settlements of French and Germans and smaller ones of Spaniards, and there are now large groups of first and second generation French, Italians, and Slavic peoples still incompletely assimilated. Naturally we could only indicate a few of the more obvious influences of these groups on our development, but our discussions have stimulated a few students anyway to further thought and to some reading on the subject.

The lighter side of our club year was planned to give an idea of foreign customs through a series of parties. The first and most ambitious was a dinner for which the Spanish group prepared a typical Mexican menu, the French group colorful decorations, and the Latin students the entertainment. Everyone came in the costume of the country he was studying, and there was a fine mixture of togas, serapes, and coiffes. Everyone was interested in an exhibition of dolls and figures dressed in French and Spanish costumes and in a group of all the flags of the United Nations. The French students wore little Fighting French flags with the cross of Lorraine, which was unknown to some of the others. The new members for their initiation took part in a quizz program on their countries and gave stunts involving French and Spanish serenades and a bull fight. The Latin students staged a skit representing Hitler's arrival in Hades and his meeting with the great military leaders of the past.

The Christmas party was given over to the Spanish group, and the high point of the evening was the breaking of the pinada, a large decorated jar filled with candy. This is a ceremony to which Mexican children look forward most eagerly every December. The jar was swung on a rope high over the heads of the blindfolded students, who tried to break it with sticks. When it finally crashed everyone scrambled for the contents. The students played simple word games, and teams from the three groups competed in forming Latin, French, and Spanish words from "Christmas." Each group sang Christmas songs in its special language and joined together in rounds such as *Frere Jacques* and *Les Cathedrales*.

The French group gave a Twelfth Night party

in the traditional French fashion. Since a cake for forty people seemed beyond us, we made an imitation one by covering a pan with paper and hiding therein forty pieces of candy tied to cords which came through the paper top. One candy kiss contained the bean in its wrappings, and the boy who drew that one was king for the evening. He chose his queen, and after a general parade around the room the two were ceremoniously seated on thrones and provided with crowns. Whatever the king and queen did all the others immediately did also, crying out in the various languages: "The king rises!" or "The queen sneezes!" and suiting the action to the word. To entertain the royal pair the French group sang songs, the Latin students gave *Pyramus and Thisbe* in pantomime, and the Spanish students staged a serenade scene interrupted at length by the irate father of the senorita.

The Latin party took the form of a Roman banquet with carefully worked out details of costume, menu, and social behaviour. The modern language students were Romans for the evening, but their songs and stories sounded an anachronistic note, for at each such meeting we arrange for each group to participate in such a way as to use the language studied and to demonstrate some custom peculiar to the country represented. We have found the students interested in the performances of the other groups and we feel that the slight knowledge of other languages and peoples thus obtained is very valuable. Another year we hope to develop appropriate celebrations for Columbus day, Mardi Gras—a festival beloved in all Latin countries—and April first, which the French observe in ways somewhat similar to our own.

The success of our programs, both the social and the more studious ones, was due principally to the fact that the students themselves asked for them and in so far as possible planned and executed them. They called on outside talent, of course, for the introduction to languages not taught in our school, but they contributed even to those programs through questions, discussion, and illustrations. Their curiosity and interest lead us to hope that the next generation will know more about the rest of the world and understand it a little better than ours does.

Transportation-Coach Problem a Big One

To secure a satisfactory athletic coach and to provide the necessary transportation for athletic teams to their games away from home is a problem sufficient to keep school officials awake at nights. Army and Navy leaders on the one hand are lauding the schools for maintaining their competitive athletic programs and insisting that they are essential to preliminary training of high school boys for the war effort, while ODT and OPA officials on the other hand refuse to guarantee the necessary transportation for carrying out the requests. School administrators are going ahead, however, and in spite of barriers and handicaps of all sorts one may expect

to see a high type athletic program carried out among high schools this year.

THE TRANSPORTATION SITUATION

There is very little that is new in the transportation situation, as far as high school athletics are concerned. No allowance is made by the ODT or OPA for extra gasoline allotments for the transportation of athletes as such. Coaches, school officials, and athletic officials whose duties require them to supervise students while they are participating in an activity at a neighboring school are entitled to occupational gasoline rations up to a maximum of 720 miles per month.

INSTRUCTIONS FROM OPA OFFICIALS

In a letter from M. G. Raake, a District Gasoline Rationing Officer, he says: "Transportation of athletic instructors and officials who are paid for their participation is occupational mileage." This is the same ruling as the one made last year.

HOW TO APPLY FOR RATIONS

In applying for extra gasoline rations, coaches and school officials must not ask for gasoline for transportation of teams. All they are entitled to are extra rations for their own cars which are used for transportation purposes to transport them to the scene of the contest. If a coach, athletic official, or school official who drives his car in the line of his occupational duties permits players, students or other individuals to occupy seats in his car which would otherwise be empty, such procedure is all right. In fact, last year a special directive from Washington D. C. indicated that this was desirable, since it would relieve an extra car from having to make the trip. Those applying for occupational rations are expected to be reasonable in their requests, because they are not entitled to rations beyond the amount necessary for their occupational mileage. The one thing to remember is: Make request as a coach, athletic official, or school official for additional rations in the line of duty as a part of your occupation by which you make your living. If this is done, there is no reason for the local rationing board to deny the request.

HELP FROM THE OUTSIDE

There is a general realization that this method of handling the situation is decidedly unfair, since it places undue burden upon coaches and school officials to use their cars for all athletic trips. The only apparent relief is to be obtained from interested outsiders—parents, patrons, and friends—who respond to the school men's requests for assistance by offering their cars for an occasional trip during the football and basketball season.—*The Kansas High School Activities Journal*.

"The very essence of democracy is the search for new freedoms by thorough-going individualists who realize there is sufficient advantage in living together to be willing to impose on themselves certain disciplines and responsibilities."—HENRY A. WALLACE in *The Price of Freedom*.

School Radio Program

WHILE adults will not bother to go to a children's recital or school play, they will turn the dial of their radio in their own home or office and listen intently to a children's program. This is especially true of people in small cities, where everyone knows the parents or relatives of the children. Radio is not a coming thing; it is here to stay and will improve greatly after the war. It is up to school systems to see to it that children have a working knowledge of what goes on before and behind the scenes of radio. What better way can they become acquainted with this miracle of the air waves than by participating in it?

CHILDREN LIKE TO SING

In my experience with the "Children's Hour" I have tried vainly to keep it a variety show—that is, have children play musical instruments, tell jokes, read poems, do dramatic bits, or if they do sing, to sing baby songs, or popular old favorites. They will have none of it. They do not even want to sing school songs, but the latest popular numbers heard over the air, and they insist on singing solos.

AVERAGE CHILD DOES NOT READ FLUENTLY

When I have encouraged the youngsters to read bits of interesting history or very short stories, I found they stumble over simple words, do not read up to a comma, and make many other common errors, therefore are much better off when they ad lib. Any sort of dramatic skits where script must be read, must be rehearsed and rehearsed again for smooth reading. But those same youngsters are quick on the draw. They will ad lib back and forth with you, which really does entertain the audience.

POPULAR MUSIC WRITTEN TOO HIGH

FOR CHILDREN'S VOICES

Popular music, as I was told by one song writer, is written in the simplest key,, so it can be readily sold to an average piano player. Because of this, it must be transposed much lower for an average voice. Therefore, if you are arranging a children's program, make sure your piano player knows how to transpose. Often an accompanist who can play by ear is far better for this type of children's program than one who carefully plays from notes and beats out exact time. A "from the heart" or "by ear" player can immediately pick up a child's key and follow him through, and even change in the middle of the song if necessary. It is much easier to provide a "fluent" piano player than to teach each child separately just how to sing.

ARRANGING A SCHOOL RADIO PROGRAM

For an average city, where there are about eight public schools, one high school, and one Junior high you should have a half hour pro-

SOPHIE MILLER

Radio Entertainer, Script-writer and Producer of "Sophia and Joshia" and Emcee of "Children's Hour" Station WKNY Kingston, New York

gram once a week—alternating one public school, then the junior high, then another public school, then high school, etc.

PUBLIC SCHOOL PROGRAMS

As public schools are divided into grades, each grade should be represented in some two minute solo by the best student of the grade. The Master of Ceremonies may be the principal. The theme, the school song.

HOW ENTERTAINERS ARE CHOSEN IN PUBLIC SCHOOL

(1) Auditions can be held in each classroom for suggestions, etc.

(2) Then auditions of finals should be held in assembly, with principal and music and dramatic supervisors present, thus making an exciting and talked-about subject in the homes.

USUAL FORM FOR SUCH PRODUCTIONS:

The school should write out its own script, what the station announcer is to say. He should have a copy of the program of the entire show, so he can follow and help. For instance:

STATION ANNOUNCER: Ladies and Gentlemen: At this time we take pleasure in presenting our regular weekly feature "The School Program of the Air." This afternoon we have School Number 1. Principal John Doe will do the honors. Principal John Doe!

PRINCIPAL: Thank you, (name of announcer). For the past several weeks the pupils of School Number 1 have been looking forward to this afternoon, and I know they are keyed-up and will do their best to entertain you; and we wish to thank Station . . . (call letters) for giving us this opportunity. This afternoon our first number will be from our Kindergarten Class. Little John Smith and Betsy Blue will sing "Twinkle, Twinkle, Little Star."

As it is of interest to the listeners just what is going on in the studio, the principal, as "emcee," may describe what the children are wearing, how old they are, how tall, and how excited they are as they walk up to the "mike," etc.

It is best to have applause directly after each number, rather than complimentary remarks by the principal. Before the program, the principal should instruct the audience to make its applause loud, but very short, not to take up too much time. He should rehearse the applause

several times and make sure that it gives the appearance of a crowded studio.

SOUND EFFECTS

If the radio station is small and does not use sound effects frequently, do not attempt them, rather describe the sounds.

PUBLICITY

Find out how far the radio station reaches, and send out publicity to all the small town newspapers, otherwise many listeners who may be friends and relatives of the performers will be disappointed.

PHOTOGRAPHS

It is interesting to have photographs taken of the show in the studio. It is often the first experience for many and maybe once in a lifetime before the "mike." A photograph of such an event looks well in the principal's office, and no doubt all participants will want to own a photograph. The newspaper photographer may be invited to take the picture and will be glad to take orders for copies.

ENDING

It is very well to use the school song as the theme, at beginning and ending of program. It can be faded in and out as required by the man at the controls. Do not make any opening or closing speeches during the background music. Often home radios may not be clear or in good condition, and such speeches may sound like one station interfering with another. Always have more numbers than you need in case time runs too long. Time your closing speech so you know exactly when to begin it to end "on the nose," as they say in radio. Remember to thank the children, announcers, radio station, and all who helped make the program a success.

A Pioneer Band Still Making Progress

JIMMIE G. JONES

Adolphus, Kentucky

ONE OF the pioneer high school bands in the South Atlantic area is the band in Lenoir, North Carolina. Coming from a small high school and a small city, it has, nevertheless, written its name large in the history of the high school band movement both in North Carolina and in the states farther from home.

Back in March, 1924, the American Legion Post in Lenoir, North Carolina, had a band which was fast going on the rocks, and the Legionnaires could visualize the oft-repeated demise of the many community bands which had died out and allowed their equipment to be scattered and lost. They determined to prevent such a loss to the community and so offered to donate their equipment and the help of some of their band members if the high school would organize a

band in Lenoir. Nobody foresaw the development which was to come from the project, and few thought the school band would even survive. However the promoters went ahead and today the band is the community's greatest achievement. Certainly it is the thing about Lenoir most widely known elsewhere.

The Lenoir High School Band was one of the three bands which held the first school band contest in North Carolina in 1926, and it has taken part in all state contests since then, to which it was eligible. Coming from a Class B school, the band at first played in Class B contests, but it soon elected to play in Class A, where its competitors were from schools many times its size. It has competed in Class A ever since in both state and regional contests. However, it did not stop winning first place awards, and its fame continued to grow.

At first the Lenoir Kiwanis Club furnished the band's transportation to contests and concert trips, but with time the band grew so large and there were so many trips that a fleet of buses were acquired, and now the band travels on its own wheels wherever it needs to go.

Its continued success has resulted in more and more demands for its services, and it has scattered its music all the way from the New York World's Fair of 1939 to West Palm Beach, Florida. It has played for the President of the United States and for countless other important people.

Among the notable features of this band is its own band building, which is considered a model of its kind. It is a three-story fireproof structure with modern acoustical treatment and scientific design. It includes a commodious rehearsal room, library, eleven practice rooms, locker rooms for boys and girls, toilet facilities, glee club room, and offices. The plan is designed in units, only part of which have yet been completed. As more construction can be financed, it will be added without distortion to present construction and without overload to such things as heating plant, lighting and power circuits, and air conditioning system.

Another striking feature of this band is its own registered trade mark which identifies its uniforms, stationery, bus equipment, and other property.

After all, a band, like any other institution, is largely judged by its finished product. The graduates of the Lenoir High School band have made good and are still making good. Most of them have not followed music as a profession, but their band training has been useful in whatever lines they have followed. Many of the band alumni have gone through college or military school with the aid of their band training, and wherever they have gone they have found doors open to them and opportunities which have opened to them because of their band training and the band's reputation. Best of all, the band training has taught its members to enjoy music and to understand what they have heard or have helped to make.

Pearl Harbor Assembly for Dec. 7

NARRATOR: Fourteen shopping days 'til Christmas. Remember two years ago, around this time—continuous snow flurries. The weather man said we'd surely have a white Christmas. That Saturday I spent most of my extra time milling around, doing a little early Christmas shopping. I wasn't expecting much for myself, but that didn't matter much now since I had heard the news that Japanese officials were making plans for peaceful relations with the United States. It didn't look as if the kettle were going to boil over after all. That next day, it happened to be a Sunday, and as usual I mixed my homework in with the radio programs. Our favorite Sunday program was the New York Philharmonic Symphony. Perhaps you listened to that very same broadcast. They played a Brahms piano concerto and a symphony.

(Drum roll behind curtain.)

During the piano number, a radio announcer from the New York News Room exploded the airwaves with the most inflammable subject imaginable. The United States' renewed peace relations with Japan were shattered by a stab-in-the-back attack on Pearl Harbor. That Sunday December 7, 1941 struck every family in America just as it dazed ours. It was certain now that we were to be in war before that long awaited peaceful Christmas. It would not be a white Christmas, but a red, white, and blue one. We were sure that soon we would be up to our necks in preparations for a long and hard war. What would all this mean? How would it all affect us? Would our private lives be curtailed? Would freedom of press, speech, and religion be removed for the duration? How many of us would have to leave our homes and families and go off to training camps? Would Axis planes bomb our American cities?

(Curtains slowly open, choir starts humming "America, the Beautiful.")

In pre-Pearl Harbor days we knew of nothing but freedom and security, taking our peaceful living condition in stride. To avert the possibility of never returning to that utopia we would have to work . . . fight . . . give to preserve the greatness that is America.

(Choir sings "America, the Beautiful.")

NARRATOR: Heights High School is doing a splendid job in Red Cross activities. Our metal and auto shops are on a twenty-four hour schedule, seven days a week, training business men for war work. Our first-aid classes have turned out efficient nurses. But these activities take in only a small number of students. In order to be an "all out for victory" organization, everyone of our 2200 must take an active part in war work.

In every organization there are those who will

ROGER ENGLANDER
and

LOIS WOHLGEMUTH
*Heights High School
Cleveland Heights, Ohio*

"let George do it" and then there are those who shoulder all of the responsibility. We have an example of outstanding service and added responsibility from the list of Heights graduates in the armed service. Charles Haas was presented with the Distinguished Service Cross and Order of the Purple Heart for meritorious action. Other servicemen formerly of Heights are Major Ted Tucker, youngest major in the United States Air Corps. Lieutenant Bill Myer has flown 29 times across the Atlantic and Pacific Oceans, ferrying bombers to war zones. To these heroes we dedicate this medley of service songs.

(Band plays Army Air Corps Song, Marine's Hymn, Anchors Aweigh, and the United States Field Artillery.)

NARRATOR: Some time ago we rejoiced at the news saying that the Allies had launched the second front in Africa. Now it took a lot of work to bring us that long-awaited information. It took what is called military strategy. But that strategy wouldn't have been worth a plug nickel if we didn't have the planes and guns and ships and tanks to carry out those plans. It costs money, lots of money, to carry on a war. In fact, it costs a lot to carry on an operation like the second front. The money to finance these battles must come from us. We hear a lot about war bonds and stamps, and it seems pretty dull and routine to me to go out and buy a bond when others are going out to fight. But along comes a victory in the Coral Seas, a victory at Midway, a victory in the Solomons, a victorious campaign in Sicily, and then buying bonds isn't dull or routine; it's pretty wonderful.

Why if every single one of us at Heights would buy just one two-bit war stamp every day of this week, the duration of the Pearl Harbor campaign, the school could announce a total sale of \$3,000. Think that over. \$3,000! We've had enough experience with "too little . . . too late." Let's have "everything . . . in plenty of time."

(Choir sings "The Song of Victory.")

NARRATOR: The Home Front cannot win this war, but it certainly can lose it. The tasks that now confront us in connection with war activities at home are only samples to test our spirit. The rationing of sugar, fuel, meat, and gas are only small sacrifices that prove our mettle. These trials will only harden us in preparing for greater ordeals in the future. This test is one

for all of us to pass with flying colors. 100 per cent is the only grade that can score.

WE CAN ** WE WILL ** WE MUST

(Band plays "Stars and Stripes Forever." Choir sings at chorus, 20 flags march down aisle onto stage. Line in front of band.)

(Curtains close during last few measures of "Stars and Stripes Forever." Flags remain in front of curtain.)

NARRATOR: Let us rise to pay tribute to those Heights graduates who have paid the supreme price to their country. As the last note of taps sounds, quietly leave the auditorium and return to the homerooms. These men have been killed in action: Private John Cleveland, Lieutenant Gayle Hermann, Lieutenant Harold Taylor.

(Single trumpeter from band plays "Taps" from behind curtain.)

(THE END)

Our Poetry Festival

EUDEAN GRANTHAM

Cushing High School
Cushing, Oklahoma

AS A result of the successful experiment carried on in the Speech Department of the University of Oklahoma last summer under the direction of Miss Martha Downing, Oklahoma City, and Miss Dora Hobbs, Avant, we decided to try the poetry festival idea on the junior high level in the Cushing schools. It was such a success that the plan might prove valuable to other schools in developing among students a genuine appreciation of poetry and an ability to share that appreciation orally with others.

Three teachers with speech training and five outstanding high school speech students agreed to act as supervisors, giving thirty minutes a day after school to helping those junior high pupils who wished to participate in the festival. Each supervisor, in working with the students for whom he was responsible, was guided by the following objectives:

To develop an interest in and appreciation of poetry.

To give each participant a feeling of success in performance.

To develop in each participant a standard by which to judge the oral reading of poetry; to help him understand the author-reader-listener relationship so that he may learn to read to his audience and not to his book.

To help students read poetry for meaning—not sing it for rhyme and rhythm.

There will be no awards—only critical evaluations on the festival day. Each student should be encouraged to work for what he can learn and the pleasure of it.

The eighty students who enrolled so enthusiastically understood this. It kept them interested

in the intrinsic value without artificial stimulation.

On the day of performance, two periods were set aside for the festival. In the first round or period, the participant read to the junior high class which happened to be in the room where he was assigned, to the other participants in the same section, and to any guests who cared to come, the selection or selections on which he had worked for two weeks with the help of a supervisor. In the second round, each reader was given three poems to study silently for ten or fifteen minutes before giving an oral presentation of the one he chose. At the end of each round, a critic suggested ways for each to improve his poetry reading. In order for more junior high students to participate and to give the whole thing a tournament atmosphere, each section was assigned a chairman whose duty it was to introduce the readers and the critic. The critics were the same students and teachers who had been supervisors, but an attempt was made to keep the student from drawing his own supervisor for a critic. It was recommended that the chapter on "Oral Reading" in Craig's *The Junior Speech Arts* be used as the standard of criticism.

Of the seventy readers who stayed to the finish, the critics recommended twenty-two as outstanding enough to perform for other occasions. In their evaluations, all of the critics made very favorable comments. One of the best stated, however, is this one written by a high school senior: "At the time I was asked to help with the poetry festival, I had little idea that I would gain anything from it, but during the time I have spent with the students in my group, I have begun to realize that both they and I were gaining. They learned that they could read poems aloud much better after getting the true interpretation and meaning and that both they and their audience would enjoy the selections twice as much. These students are gaining knowledge of participation and of appearing before an audience, two things which will prove useful all through their coming years of high school."

It might be added that the high school students are now asking for a festival of their own, and some of them have already chosen their poems.

When the poetry festival was discussed in the Speech Department of Oklahoma University last summer, it was suggested as a substitute for the state poetry festival, which has been discontinued because of wartime transportation, but my observations of the values accruing from it—not only for the readers, but for the chairmen, the supervisors and critics, and even the listeners—lead me to conclude that the poetry festival in individual schools has possibilities far beyond the duration.—*The Oklahoma Teacher*.

"To make the outdoor recreational resources of America effectively available to the youth of America is an effort we owe our young people."
—*The American Youth Commission in Youth and the Future*.

The Common Cause

THE members of our school's class of 1943 assembly skit given below. We believe it summed up their aims and ideals in the can be adopted for the use of other classes and in other schools.

The curtain opens and reveals students seated in small informal groups before the United States flag and facing the front of the stage.

1ST STUDENT: Isn't our leader here? I thought he said he's be here at 9:00 o'clock.

(Several look at watches and one exclaims)

2ND STUDENT: Well, it's 9:15 now. Something must have delayed him.

3RD STUDENT: I suppose we'll have to wait.

1ST STUDENT: While we are waiting, could someone explain to me what he meant yesterday when he said, "I wonder if you young people know what 'being an American' really means?"

2ND STUDENT: I always thought it meant being born in the United States.

VOICE: Perhaps I can explain that.

(All look toward flag from which the voice comes.)

VOICE: I'm right here in front of you. Look at the flag and you will see me. Mine is the voice of the flag. (Spotlight) I am the flag. I am the symbol of these United States. I am also the spirit of Washington, who knelt in the snow at Valley Forge and prayed for strength and guidance. I am the spirit of Lincoln who uttered those never-to-be-forgotten words: "With malice toward none, with charity for all." I am the spirit of countless numbers who fought and are still fighting to make and preserve this union and last, but not least, I am the hopes of countless millions yet to come, who will look to this flag and to this country as the sanctuary for the ideals of the whole human race. Do you remember what the map in your homeroom says?

1ST STUDENT: O, yes! It says, "*America*, a nation of *one* people from many countries."

VOICE: That means that there is no real native American. True, there are those born on American soil, but trace their ancestry and you will find that the head of the family came from some other land. Scientists tell us that even the Indian was imported from Siberia centuries ago. What am I trying to tell you? Just this—being an American has nothing to do with one's bloodstream. Whether your ancestors came over in the Mayflower or in some other boat has nothing to do with your *being an American*. All honor, however, to those who paved the way for other hardy souls with similar ideals and similar hopes.

STUDENT: Do you mean that being an American is not a matter of ancestry? Does it mean a certain way of thinking and doing?

IDA KUEHNAST

Washington High School
Milwaukee, Wisconsin

VOICE: That's it. Being an American means a certain attitude of mind. It has nothing to do with your bloodstream. Why do you suppose your ancestors came to America? They came because they had vision and could see beyond the years. And so they followed a hope which led them westward where new horizons opened and new opportunities for self-expression were offered.

My young friends, I am older than the years accredited to me by historians. My colors red and white were used long before America was discovered—but, to that discovery and to the hopes and fears of those first pioneers do I owe my third color—blue, the color of *loyalty*, of *hope*, of *faith*—a faith that something greater than the sword may eventually bring peace to this troubled world. And *that* will be the task of your generation.

STUDENT: How can we do that?

VOICE: By your way of thinking and living. You must make people realize that in order to make "The Federation of the World" possible we must preserve the best of each nation, for we have need of them all. But remember you must free your hearts and minds from racial and class prejudices, for these can have no place in the world of tomorrow.

Keep your ideals high and your motives pure, for I have need of youthful strength and singleness of purpose. My aim is to guide the world into an accord based upon justice to all so that eventually the brotherhood of man will no longer be an idle dream but an actual fact. Will you help me?

STUDENTS: Yes, for we firmly believe in freedom. (They now group themselves around one student, who sings the following song—all joining in on the italicized words and lines.)

We are the class of '43 . . . 43;
And we believe in liberty . . . liberty
On every hand in this broad land
We'll take our stand for freedom
Like good old Pat of colonial fame
We'll raise our voice with might and main
And to the world we'll all proclaim
The need for freedom!

We are the class of '43 . . . '43;
And we believe in liberty . . . liberty
Our forefathers bold were always told
To do and die for freedom.

Their lesson true we'll give to you
That with the rest you may pass the test
And everyday do your best for
The cause of freedom!

We are the class of '43 . . . '43;
And we believe in liberty . . . liberty.
Four hundred strong, we'll sing this song
The song of freedom,
Freedom from want, freedom from fear,
Freedom to speak, freedom to hear,
For nations all, both great and small
The promise of freedom!

Wise Selection of High School Officers

ANN HARDER

*Senior Class Adviser and Dean of Girls
McFarland High School
McFarland, California*

"**A**S IS the teacher, so is the school" is no more true than "As is the chairman so is the meeting." Our club and class meetings are representative of little republics. Either they afford training in our democratic methods and ideas, or they fail in training our young people for intelligent citizenship. Either they lead us to richer and fuller lives, or they represent slipshod preparation and practices that lead to indifference and deterioration of the principles and practices we hold dear. Our meetings—what we do and how we do it—foreshadow to a great extent the future of America.

Of the thirty million children attending public elementary and secondary schools, about seven million, or five per cent of America's population, are in high schools. How do these seven million American citizens select their officers? Do they select them on the basis of popularity or on the basis of ability and leadership? Do they truly consider the qualifications of candidates, or do they vote as their friends do? Do they consider the interests of the club, or do they want to see their friends in office? Clubs are important. To find a time and place for extra-curricular activities may be an administrative problem, but to insure the democratic election of a corps of officers who can be trained to be dependable and who will bend every effort to make the organization a success—that is the problem of the sponsor.

What are the qualifications of officers? That depends on the office and the purpose of the organization. How can we safeguard against unwise selection of officers? We have asked that question ourselves many times and have found a partial solution in the actual use of a ballot that enumerates the important qualities of the office under consideration.

Use of this ballot has convinced us that it encourages a wiser selection of officers, but we feel that even more significant is the fact that it stimulates personality improvement. Students, whether candidates for office or not, look themselves over in the light of the qualities listed on the ballot. Furthermore, filling out this type of ballot requires those voting to exercise considerable judgment of the character traits of classmates.

When such a ballot as this is to be used, it is desirable for the group that is to vote to have a pre-election meeting in which the qualifications of officers are considered and the ballots are planned. Not only does this lead to thinking and the exercise of judgment, but also it affords a splendid opportunity for personal guidance.

The point is, if the students have thought through the desirable traits and qualifications of the officers and have made their own ballots, it becomes their election. It will be an intelligent election, and the result will be better officers—officers who feel their obligation to make a success of the organization. The exact words of one of our officers was, "I can't let them down if they think I am really that good."

To illustrate the type of ballot that develops when this procedure is followed, two forms used in a recent election for class officers at McFarland High School are included herewith:

OFFICIAL BALLOT FOR ELECTION OF CLASS SECRETARY AND CLASS TREASURER

Name	Trait
1	Plays fair
2	Is cheerful; gets the money
3	Is honest and accurate— can handle money
4	Has an interest in school
5	Neat—careful records
6	Accepts responsibility
7	Stands for his class or club when they are criticized
8	Has self-control
9	Cooperates with others
10	Pleasing personality

OFFICIAL BALLOT FOR ELECTION OF CLASS PRESIDENT AND VICE PRESIDENT

Name	Trait
1	Plays fair
2	Is cheerful
3	Is honest
4	Industrious; a hard worker
5	Has executive ability; is a leader; can conduct meeting
6	Accepts responsibility
7	Stands for his class or club when they are criticized
8	Has self control
9	Cooperates with others
10	Has initiative; starts things

Reporting as a Means of Vocational Guidance

HAVE you as a journalism teacher ever considered the possibilities of teaching interview technique from the vocational angle? This type of journalism project offers an excellent medium not only for improving journalistic skills, but also for guiding and for developing favorable personality traits among students.

Vocational guidance seems of vital importance when high school boys and girls are torn between a patriotic fervor to take part in the war effort and the desire to prepare for a chosen career. The journalism teacher may help in these unsettled days by helping to synchronize these seemingly conflicting impulses by giving guidance while teaching interview technique.

What is the procedure? The first step is for each pupil to focus his attention on a profession or type of work that he might like to follow now or after the war is over. A boy might like to find out how his choice may be helped or retarded by his participation in a particular branch of the armed forces. The pupil's selection of a profession stimulates an interest in studying his own capabilities for this specific field. His final choice is the result of class discussion and a survey of vocational books set aside in the library. Getting acquainted with the profession is important. One of the characteristics of a good journalist is to be well-informed.

The second step is to decide upon a person to interview and find out about his background. Pupils are urged to choose a local person who is outstanding in his vocation, be it aviation or railroading. To find out as much as possible about the person to be interviewed, the pupils consult "Who's Who," friends, and the morgue of the local newspaper. The newsmen have always been cooperative in explaining to eager young journalists the use of the newspaper files and records. The pupils have been duly impressed and appreciative.

Thus the teacher can stress the point that a careful reporter will take time to find out all he can about the person he wishes to interview, to become familiar with his name, and to know as much as possible about the subject to be discussed. In addition, this phase of interview-teaching from the local angle seems to have the value of broadening the pupil's interest in his community and in the people who live in it. The reports on the history and background of the people to be interviewed are always of great interest to the whole class.

After the research reports, each pupil brings to class a carefully prepared list of questions which he hopes to use in his interview. These are tested by the class for effectiveness. Some

ESTHER G. SMITH

John A. Lehman High School
Canton, Ohio

questions have been added and others omitted, after the pupils decided that they were too personal, not important, or not worded so as to get effective answers. This preliminary weighing of questions is of great importance to the beginning reporter. His final list is memorized before he goes for the interview, for which he has personally arranged.

The next step in preparing the pupil for his interview is a surprise dramatization. On entering the classroom, the pupils learn that the teacher has become a national celebrity and a list of her accomplishments has been written on the board. The pupils are given a brief period to prepare questions, and then different ones are selected to come before the class and interview the "celebrity." Besides being fun, the procedure is effective for teaching the young reporter the personal techniques he should have in mind. They are: how to present himself, how to act interested, how to present his questions, how to verify his notes, and finally, how to leave after he has secured his material. This is the time when the teacher can speak naturally about courtesy, pleasant manners, and good grooming, if she feels this might be necessary.

Another step in the educational process of preparing the young interviewer is the securing of an outside speaker who has had experience in interviewing. The person is generally one of the local newspaper men or women, who are able to talk to the pupils from a realistic viewpoint. The outside influence is always helpful, as the speakers never hesitate to tell the class what to do and what not to do, besides warning them of some of the difficulties which may have to be surmounted in obtaining the interview. At last the pupil is ready for actual participation.

The material gathered by the pupils from the interviews has fallen into somewhat similar, general lines for each vocation, such as, preparation, necessary personal traits or capacities, opportunities for practicing vocation, remuneration, advantages, and disadvantages. The pupils use their findings for articles which are published as a series of vocation interviews for the school paper. Each article carries a byline.

In addition to learning the interview technique by this method, the pupils have made some desirable contacts with the adult citizens of the town. In several instances the interviews have led to jobs for the boys and girls upon graduation

and to lasting acquaintances. The genuine interest and cooperation these men and women, outstanding in their life's work, has been a stimulus to the young journalists, which the teacher alone could not have furnished in any ordinary presentation of the interview technique.

An Active Victory Corps

MYRTLE McKOWN
*Social Studies Teacher
Central High School
Evansville, Indiana*

SEVEN jeeps when their goal had been three! That is why the Victory Corps and most of the rest of the members of Central High School in Evansville, Indiana, marched laughingly and triumphantly down the street behind the band and four jeeps representing those for which they loaned Uncle Sam money. The last hours of the contest were the most fruitful, and the results were not known in time to get seven jeeps from Camp Breckinridge, Kentucky.

Three weeks earlier, the Victory Corps decided to enliven the War Stamp and Bond sale by a "Jeep Drive." The contest gained momentum as time passed, until one freshman homeroom and one senior homeroom in last minute competition built the total student sales in three weeks to \$8,300. The members of the winning room rode in the jeeps.

The contest not only speeded the sale, but increased the Victory Corps membership to almost eleven hundred, out of a possible fifteen hundred.

The Victory Corps had already been one thousand strong. All applicants were not accepted. At least two hundred were rejected, about fifty per cent of whom were too indefinite about their war activities. About one hundred fifty of those rejected qualified later. Among the activities upon which eligibility for membership was based, the following were the most numerous: taking first aid courses, stamp buying, keeping children, and collecting scrap. One student had the following list of activities on his application blank: Collecting aluminum, Civilian Defense Course on Unexploded Bombs, Standard First Aid Rating and about six hundred hours in first aid, including being a Camp First Aider for three years.

Each of the sixty homerooms composes a squad with a sergeant as leader, whose principal duty, so far, has been recruiting members. Further organization follows the national plan with a Community Service Division of one hundred fifteen members, a Sea Division with fifty members, a Land Division with fifteen members, and an Air Division with fifty-five members. The rest of the membership makes up the General Division.

The whole is governed by a staff composed

of a lieutenant general (boy), a major general (girl), and eight brigadier generals. They have an unoccupied room in the building as Staff Headquarters, which displays Lieutenant General Charles Lindauer's flag. The office has a secretary and typist. Here they sell insignia, have staff meetings, and take care of other business. The staff calls meetings and plans programs.

Under the staff officers in rank are the division officers. Three of them have captains as their leaders. The fourth, the Community Service Division, has a captain and eight sergeants. This division collected six hundred fifty colored Easter eggs for the USO center and recruited three hundred people to put out victory gardens. The Air Division studies aircraft identification.

The entire Victory Corps has participated in several activities. In a Navy parade for recruiting WAVES and SPARS the students marched and carried appropriate placards. The uniform is a white shirt and black tie or a white blouse, with insignia. They were guests at a ship launching at the Evansville shipyards. At four different times, forty to fifty of the boys have helped collect tin cans; and eight to twelve have helped to sort and clean the cans. Four squads of five have helped downtown centers pack old hose. Three hundred boys helped in the city's second big scrap drive.

The organization was built slowly and on a sound foundation with student leadership the principal aim. They have held back on publicity but plan a column in the paper soon. Another plan for the future is an employment bureau through which war working mothers can get high school girls for home care for their children. Although their faculty leader may soon be in the Army, he has developed student leaders who will be here another year and has given them good basic training for an accelerated program in the future.

A great nation is made only by worthy citizens.
—Warner.

"American Youth Faces the Future" is a 72-page bulletin published by the National Association of Secondary School Principals, The National Education Association, Washington, D. C.

"There is no better way to train for the larger responsibilities of citizenship than through participation in cooperative, wholesome, worthwhile recreational activities. Those who participate develop greater appreciations of beauty standards and skills."—JAMES N. RULE.

"Children bear the promise of a better world. . . . Through play they learn what freedom means."—From *Defense of Children Series No. 8*, Children's Bureau.

A Bag Rush to Satisfy Urge for Class Rivalry

ALMOST every high school will sometime during the school year experience a period in which class rivalry runs high, a time when a safety-valve is needed for demonstrations aimed at gaining class supremacy. To prevent prolonged disorder among students, the urge toward rivalry may be directed into safer and saner channels. School authorities may by skillful planning substitute an activity that will satisfy this competitive urge.

A bag rush has solved this problem for many schools. It is a game that can be quickly planned and carried out, and it offers the special advantage of adaptability to any number of participants. While the suggestion of a bag rush should come from students themselves, school authorities should keep a sensitive finger on class rivalries, and the director of physical education is the person best suited to direct this organized attempt at gaining class "satisfaction."

In most schools the best time for a bag rush is between the football and basketball seasons, when all boys are free to take part. If the weather will permit and the need for a bag rush is felt in the spring, it may be held between the basketball and baseball or track seasons.

Here are some regulations that have proved satisfactory in the staging of a high school bag rush. They are usually sufficient to anticipate any difficulties that may arise, although they may be modified or supplemented to meet local conditions.

Organization:

The entire group of boys wishing to enter the contest, is divided into squads of six, according to size and weight, the heaviest squad starting as squad number one. Thus each squad will be placed against a squad of corresponding strength. These lists should be complete at least one day prior to the contest, and one for each of the two classes posted on the gym bulletin board.

A separate squad list should be given to each squad referee at the time of contest and no substitutions allowed after contest begins.

Equipment:

Cement sacks filled with sawdust which has been water soaked to bring the weight to about 25 pounds. Each sack is numbered from one to as many as are needed. Then, for instance, Freshman squad no. 1 and Sophomore squad no. 1 compete for sack no. 1.

A whistle for each squad referee.

Playing field:

Regulation football field.

Officials:

Head referee and time keeper.

MRS. L. M. BRIGGS

*Santa Cruz High School
Santa Cruz, California*

Squad referees, one for each squad.

Score keeper.

Time of playing:

Four quarters of from six to eight minutes per quarter.

Object of contest:

To carry the sack across the opponent's goal line at any point:

Regulations controlling the contest:

1. Opposing squads of corresponding numbers are lined up back of their respective goal lines opposite to their bags. One bag for each two opposing squads is placed on the fifty yard line. The number and distance between being determined by the number of squads participating.
2. The head referee starts the quarter with a starter's gun. Each squad then rushes to its own bag and endeavors to advance it as far as possible towards the opponent's goal. The bag is dead when it ceases to move in either direction. The squad referee then blows his whistle, as in "held ball" for basketball, and throws the bag in the air between the two opposing squads. The scrimmage starts again and continues to repeat itself in like manner until the bag is carried across either of the goal lines, or until the end of the quarter.
3. Each squad referee then reports to the score keeper the result of his squad.
4. The second, third and fourth quarters follow, with all sacks starting on the fifty yard line as in the beginning.
5. At the end of the contest the scores for each quarter are totaled, thus determining the winning class.
6. No kicking, slugging or other unsportsmanlike conduct is allowed. Penalty—player is disqualified.
7. No substitutions or interchanging of squad members is allowed.
8. Tackling, blocking, holding, charging and pushing are allowed.

Squad referees should be chosen from among the men of the faculty. Assistants will be necessary for checking the personnel of squads at the beginning of each quarter. The game should be scored in such a manner as to show the standings of the competing classes at the close of each quarter as well as at the close of the contest.

Assembly Programs for October

THE FIRST article in this series on assemblies published in September emphasized the work of the committee in charge of arranging programs and the importance of careful planning and administration. It seems appropriate in the second article to list some aims or functions which are considered desirable for assembly programs, and to present reports showing how this activity is planned and carried out in certain high schools.

Some of the aims or functions which are mentioned frequently as desirable for assembly programs are: (1) To develop unity in the high school. (2) To encourage school spirit or morale. (3) To motivate and stimulate both curricular and extra-curricular activities. (4) To serve as a medium for student expression. (5) To give an outlet for the exercise of student talent and to enable students to acquire certain skills and overcome self-consciousness. (6) To develop proper audience habits and attitudes. (7) To share information and enthusiasm. (8) To create and crystallize student opinion. (9) To develop aesthetic senses and values. (10) To provide a forum for the discussion of common problems and interests leading to cooperative action in the school-community.

ASSEMBLIES IN THREE HIGH SCHOOLS

There seems to be general agreement that assemblies should grow naturally out of the work and activities which make up the school's program. Whether programs are related to or built around special dates and events depends upon the policies and practices of the particular school. Local conditions and needs determine the type of programs which are most appropriate. Below is presented information taken from reports on assemblies in three high schools. These particular schools were selected because of their marked differences. Yet in all three schools, it is obvious that assemblies grow mostly out of their work and activities.

THEODORE ROOSEVELT HIGH SCHOOL, WASHINGTON, D. C. Assembly programs are supervised by a committee consisting of the teacher in charge of music and speech and one assistant principal. At the beginning of each semester, the committee arranges for a series of key programs for the semester. During the past year, emphasis was placed upon greater student participation and upon having programs which

would be consistent with and supplementary to the educational program of the school. Programs of religious, musical, patriotic, and vocational interests, as well as those relating to and prepared by subject departments and clubs, have, to a degree, supplied the student body with assemblies for the year, which it is believed were consistent with their educational growth.

Supplementing the assembly programs, small groups of from sixty to one-hundred students met at intervals throughout the year. One series of group programs was devoted to music; another to the subject of "Techniques of Study," and a third to vocational talks by outside speakers.

During the first semester, all students eventually met in small groups for "sing programs," one of the main purposes being to improve group singing generally. These group "sings" were continued during the second semester. The second series of small group assemblies was arranged for the purpose of giving students information and understanding of the proper techniques for studying. These meetings are voluntary and have been well attended. The following is a schedule of meetings held: March 11—Language Study; March 18—Commercial Work; March 25—English Work; April 1—Social Studies; April 8—Mathematic Work; and, April 22—Science Work.

The assembly schedule for the first semester consisted of nineteen regular programs: September 26—Cadet Assembly; October 2, 3—Student Activities; October 11—Football Pep Assembly; October 15—Girl Reserves Play; October 24—Music Assembly; October 28—Celebration of football victory; October 30, 31—School Songs; November 7—Armistice Day Assembly; November 14—Advertisement of the Operetta; November 18—National Honor Society; November 20—Thanksgiving Assembly; December 2—Tuberculosis Assembly; December 5—Latin Club Play; December 11, 12—Christmas Carols; December 20—Christmas Play, Dickens' Christmas Carol; January 17—Award Assembly; January 24—Music Assembly.

The second semester schedule consisted of the following: February 5—Cadet Assembly; February 6—National Christian Week; February 7—Student Forum of the Air (Broadcast over Radio Station WJSV); February 12—Cadet Assembly, Lincoln's Birthday Celebration; February 17—Advertising Yearbook; February 19—Music Assembly, Group Singing; February 20—"How to Study" Assembly; February 24—Celebration of winning inter-high school basketball championship; February 26, 27—Music Assemblies, Group Singing; February 28—Lecture by representative of Theater Guild; March 5, 6—Vocational Assemblies, Planning for a Job; March 26—Advertising Spring Play.

April 1—Celebration of Cadet Band Victory;

This is the second in a series of articles on high school assemblies which have been arranged and edited by C. C. Harvey. Several persons and agencies had a part in developing the article for October. Information about the assembly schedule in Roosevelt High School, Washington, D. C. was contributed by May P. Bradshaw, principal. The account of the plan for assemblies at Central High, Aberdeen, South Dakota, was furnished by R. R. Delmer, principal. Miss Virginia Rider, Critic Teacher in English, Marshall High School, Huntington, West Virginia, wrote the account of assemblies in that school.

April 3—Nature Club, Trees of Washington; April 7—Hemispheric Defense Assembly; April 9, 10—Easter Assemblies; April 23—Aviation Assembly; April 24—National Honor Society; April 30—Pan Americanism; May 1—Health Assembly; May 7, 8—Modern Language Club; May 14—Folk Music and Literature; May 20—Oral English; May 21—Outdoor Assembly; June 5—Award Assembly.

CENTRAL HIGH SCHOOL, ABERDEEN, SOUTH DAKOTA. The planning of assemblies is directed by a committee consisting of teachers and students. Several meetings of the committee are held during September to plan the assembly schedule for the semester. At the first meeting held in the fall of 1942, the aims and purposes of assemblies were discussed, and the committee decided to explore the possibilities of program material and talent within the school.

At the second meeting the various members of the committee reported on their assignments. The reports indicated that there was ample student talent and materials available to provide a full assembly schedule for the semester. It was decided to supplement the programs which would utilize student talent and school resources with a few lyceum numbers and educational or civic programs which would feature outside speakers and discussion leaders.

It was agreed that assemblies are a vital and essential part of the school's program, but that each should be carefully planned and presented for a worthwhile purpose. One general principle that might serve as a guide is that assemblies are a means of building school morale, developing appreciation for the works and talents of others, training audience in courtesy, and creating interest in fields outside the student's immediate knowledge. Other conclusions reached to guide in the development of assemblies were:

1. A plan of making announcements at the beginning of the program rather than at the close should be followed.
2. Insofar as possible the first three days of the sixth week will be kept free for tests. Exceptions will be made for programs scheduled to be given by outsiders.
3. An effort should be made to use as much and as wide a variety of student talent as possible.
4. As the Central gymnasium or Arena are better adapted to pep assemblies than the auditorium, such assemblies will usually be held in one of these places. Pep assemblies will be held only for home games.
5. Pep assemblies should not be combined with another, more serious, type of program. Such a readjustment of emotions and reactions is difficult for high school students to make satisfactorily.
6. Time for assemblies will be taken from the six periods of the day in order of rotation, from the first through the sixth, except in the case of outside programs over which the committee has no control.
7. In order to help advisers and students planning assembly programs to clarify their aims,

as well as to keep the office informed, the assembly program blank reproduced below shall be filled out and filed with the principal at least one week prior to the date set for each assembly.

ASSEMBLY PROGRAM BLANK

Presented by _____
Adviser _____ Date _____ Hour _____

PURPOSE: (Check one)

- ☐ To promote school activities
- ☐ To instruct
- ☐ To entertain
- ☐ To build school morale
- ☐ To build school and community citizenship

Means of achieving purpose: _____

Names of student chairman and leaders in program: _____

Out of the committee's deliberations grew the assembly schedule for the first semester: October 7—Fire Prevention Program (presented in cooperation with the Aberdeen Fire Department); October 15—The Telephone and National Defense; October 17—Pep Fest; October 20—Explanation of the exhibit: "America in the Making"; October 21—Forum Discussion, Speech Class; October 28—Lyceum Number.

November 4—Play, Senior Drama Club; November 7—Courtesy Assembly, Courtesy League; November 11—Armistice Day Program; November 14—Junior Play Skit; November 21—School Sing; November 25—Radio Club; December 1—Woodcraft sales promotion assembly; December 3—Lyceum Number; December 9—A Guest Speaker on Topic: "Twentieth Century Pioneers"; December 12—Play, Sophomore Dramatic Club; December 16—Wordcraft, Distribution; December 17—Keystone Initiation; January 9—Pep Fest; January 12—Forum Discussion, Speech Class.

LABORATORY HIGH SCHOOL, MARSHALL COLLEGE, HUNTINGTON, WEST VIRGINIA. Assemblies are in charge of a committee consisting of students and teachers, but the programs are mostly based on work and activities carried on in regular classes. What was begun as a time saving device because of increased war activities has proved successful enough to be retained as a permanent type of program.

The first assembly given each year is for the purpose of acquainting entering students with the extra-curricular activities of the school. Each club and organization to which newcomers are eligible has a representative on the program to explain the aims and activities of his particular group, to give the highlights of the activities for the past year, and to invite new students to join. The president of the student council always explains the part which that organization plays in the school. This assembly, the Christmas assembly, the senior farewell assembly, and a few others may be considered traditional in that the same pattern is followed each year. Other assemblies held last year grew directly out of the work and activities of regular classes.

Seniors recently presented a program entitled "English Life and Manners," which consisted

entirely of work that had been done in their English class and not originally intended for public presentation. The student coordinator opened the program by stating that the aim of the twelfth grade English literature course is "to obtain a more intelligent comprehension of the traditions, ideals, and customs of the English people." Two well-organized, interesting, and concise speeches were made on the English Coffee House and the English Public School System. Two boys whose opinions differed gave their interpretations of the present-day Englishman. A girl whose interest in the Canterbury Tales had led her into further research read an excellent paper on the present Archbishop of Canterbury. The formal program was concluded with a delightful story-essay about an English refugee child.

Instead of presentation of a traditional George Washington program, the eleventh grade material was an outgrowth of their work in American literature. Essays, such as Theodore Roosevelt's "What America Means," Woodrow Wilson's "A Calendar of Great Americans," and Henry Van Dyke's "The Heritage of American Ideals" were read. A unit entitled "The American Way of Life" has also been given. At the end of the semester, essays were written on such topics as these: "What is an American?" "What America Means to Me," and "My Calendar of Great Americans." For the program, two essays on each of these topics were chosen. Care was taken, however, to select papers that were entirely different. For instance, one of those on the first topic described a typical American as a seemingly irresponsible person who has hidden depth; the other answered the question by contrasting a loyal Italian-born American with an indifferent native-born American. Neither of these programs required out-of-class practice, and neither gave students or teachers extra duties.

Among the other programs given during the year which in like manner grew out of actual classroom work were: a program to demonstrate correct office practices; a United Nations program which originated from activities of the Music and English classes; a program based on the theme "Improving Anglo-American Understanding," a program dealing with the origin and growth of American folk songs, and a style show assembly given by the home economics class.

PURPOSES OF PROGRAMS FOR THE OBSERVANCE OF SPECIAL DATES

As many of the outlines for programs presented in this series of articles are built around or related to special days, weeks, and events, the following from *Special Bulletin No. 155*, Los Angeles, California, Public Schools, on "Purposes of Observance of Special Occasions" is of significance. "In order that students may derive real educational benefit from school-wide observance of special days, weeks, and events, and to avoid any feeling of futility in the work involved, serious thought must be given by faculty

and students alike to the fundamental objectives of this kind of education. Decide first, in planning an observance or celebration, exactly what kind of results are desired. A suggestive list follows:

"Definite instruction about great persons, historic events, or significant problems of the day.

"Emotional vitalization and clearer understanding of important American ideals.

"Seriousness of attitude on part of students toward significant problems of the day.

"Improved audience habits.

"Responsibility of students in planning and carrying through a problem.

"Growth in understanding of democratic processes through students and teachers working together on a project.

"Strengthening of relations between community and school."

SUGGESTIONS AND IDEAS FOR OCTOBER PROGRAMS

Fire Prevention Week, October 4-10. This event is observed always during the week which includes October 9, the anniversary of the great Chicago fire which occurred October 8-9, 1871. Its purpose is "to promote the science of and improve the methods of fire protection and prevention; to obtain and circulate information on these subjects and . . . to establish proper safeguards against loss of life and property by fire."

The fire protection field is a large one and

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communities can draw from it whatever they feel is adaptable to their local situations. Recognition and elimination of fire hazards, is, of course, the primary factor in any program. This would afford an opportunity for students to use home inspection blanks and to correct hazards. Awards might be given during the assembly period to those making the highest number of corrections. Posters and poster awards are another suggestion.

Use of visual aids such as slide films or movies can be recommended, but their showing depends upon whether projectors are available and whether the assembly room is adequate for their showing. Also, fire drills might be conducted previous to Fire Prevention Week and during the assembly program.

This outline might be useful to high schools in planning an assembly program to give during Fire Prevention Week:

Chairman.....President of Student Council
Group Singing.....Led by Music Instructor
Remarks—"Our Recent Fire Drills...Principal
Showing of Slide Film or Movie (The National Education Association has compiled a list of fire films and some of these are to be found in most film libraries)

Talk—"Youth's Part in Fire Prevention..Student
Playlet—Dramatic Club. (These may be obtained from the National Board of Underwriters, or National Fire Protection Association.)

Awards to Winners of Home Inspection Contest (or Poster Contest)—Chairman of Committee in Fire Prevention Week Program

Short Talk—"The Community Fire Program in Wartime".....Local Fire Chief
Conclude the Program with a Fire Drill

Columbus Day, October 12. This date is truly an all-American holiday, celebrated in the United States, by the Central and South American Republics, Cuba, Haiti, and Canada. An assembly program given in observance of the event should typify the courage and persistence of Columbus in the face of great obstacles. "Its meaning to America and to the world is the presence, now, of a stronghold of freedom and democracy."

The following outline might be suggestive of what could be included in a Columbus Day assembly program.

Chairman.....Representative of the History or the Geography Club
Devotional Exercise (policies of the school permitting).....Led by a Student
Pledge of Allegiance.....Led by Student
Song—*America the Beautiful*.....School
Talk—"Why October 12 is Celebrated as Columbus Day".....Student
Talk—"Why Men Seek the Unknown"...Student
Recitation—Joaquin Miller's "Columbus..... Student

Talk—"What We Owe to Columbus"....Student
Talk—"How America Was Named"....Student
Piano Solo—"La Paloma".....Student
Song—*In 1492*.....Glee Club
Playlet or dramatization of events in life of Columbus.....Dramatic Club
Talk—"Columbus and the Spirit of America Today"Student
Song—*God Bless America*.....School

Junior Red Cross Week, October 11-17. The Junior Red Cross sponsors a world-wide three-fold program of *Health, International Goodwill, and Service*, principles which were never in greater need of support than they are today. Many high schools hold Junior Red Cross Assemblies during the second week in October, which is widely observed as Junior Red Cross Week. Plans are often made at that time for re-enrollment of local organizations in the National Junior Red Cross. Much material will be published in the fall issues of the *Junior Red Cross Journal*, which will be found helpful in planning assembly programs. The outline given below might be helpful to schools in planning an assembly program for the week.

Chairman.....Student who has been active in Junior Red Cross work in the school
Song—*The Star Spangled Banner* or *Our Junior Red Cross Song*.....Led by Student
Pledge to Flag.....Led by Student
Junior Red Cross Pledge.....Led by Student
Demonstration of First Aid..Group of Junior Red Cross Members

(This might be divided into several parts such as artificial respiration, electric shock and treatment, prevention and treatment of fainting, pressure points, types of bandages, etc. In each, a student might serve as narrator and explain the principles involved.)

Display of samples of articles and gift boxes made by students for members of the armed forces and foreign war relief. A group of students might carry down the assembly room

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and on the stage samples of these where a representative of the group would explain briefly the kinds of gifts that are being made. In connection with the talk, letters of acknowledgment and appreciation received from the members of the armed forces or English children might be read.

Talk—"What the Junior Red Cross is Doing to Help Win the War".....Student

Talk—"Opportunities for Future Service through the American Junior Red Cross"—By a Student, or a panel discussion or forum utilizing the same suggestions.

Song—*America the Beautiful* or *Angels of Mercy*.....Led by a Student

Third Week in October, "Victory Sing." This would be an appropriate time for holding a "Victory Sing" assembly. The outline for a program of this nature which is given below is an adaptation of a program given last year in the Elgin, Illinois, High School. It might be appropriate for other schools. An assembly of this kind must draw heavily upon the work of the music department. As it is patriotic in nature there are many songs besides those named below

which would be appropriate. American folk song as well as songs of patriotism might be included or substituted for some of those named below. The program as given at Elgin High School follows:

Ritual

Fan Fare.....Trumpeters
Presentation of Colors.....Student Leader
Pledge of Allegiance.....Led by Student
Star Spangled Banner.....School
Introduction of Student Chairman....Principal
Navy Songs.....School
The Marines Hymn
Anchors Aweigh
Army Air Corps.....Boys' Glee Club
Army Songs.....School
The Caissons Go Rolling Along
We Must Be Vigilant

Solo—*This Is Worth Fighting For*.....Student
Presentation of funds from all school scrap drivesStudents
Student Health Loan Fund
Junior Red Cross
United Service Organizations
High School War Fund

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 Retreat of the Colors

Navy Day, October 27. Navy Day is always observed on October 27 because this date marks the anniversary of the birth of Theodore Roosevelt, who put into effect our first strong Navy policy. The American Navy, often called our first line of defense, is of more significance now than ever before, and special attention should be given to the observance of Navy Day this year. The occasion lends itself to colorful patriotic decorations, pictorial displays, and especially to assembly programs. The celebration of Navy Day is sponsored by the Navy League of the United States, Mills Building, Washington, D.C. Materials and suggestions for programs may be secured from that organization. Posters and stickers may be obtained from the nearest Navy Recruiting Station. In small communities, various civic groups should be asked to join the schools in making the observance of Navy Day a community affair. The high school assembly program given in observance of Navy Day should be open to the public, and it should receive appropriate publicity.

It will be necessary to make adaptations and adjustments to meet local needs and conditions, but the following outline might serve as a basis for building a Navy Day assembly program:

Chairman.....Student Leader
 Selections of Patriotic Songs (See "Victory Sing" Program).....High School Band
 Talk—"Why November 27 is Observed as Navy Day".....Student
 Review of Five Important Battles in Which the Navy has Engaged.....Student
 Review of Lives of Five Great American Navy Heroes.....Student
 Talk—"Highlights in the History of the American Navy".....Student
 Talk—"The United States Naval Academy at Annapolis".....Student
 Review of Geography of War Zones, Citing Locations of Important Naval Engagements.... Student
 Talk—"Careers Offered by the United States Navy".....Student

Other Suggestions:

Have a student read a list of local boys now in the Navy and honor them in some fashion.
 Secure letters from local boys who are serving in the Navy; have a student read some of them before the assembly.
 Ask a Navy Officer to make a brief talk; or if near an Army post, invite an Army Officer to tell of coordination between Army and Navy in the present war.

Selections by High School Orchestra or Band

Hallowe'en, October 31. Hallowe'en, the eve of All Saints' Day, and followed immediately by All Souls' Day, is the combination of several

ancient holidays. Its observance has persisted for centuries, partly because it occurs at the turn of a season, always a popular time for holidays. Its superstitions and rites date back to the Druids of early Britain, and combine special customs of all the countries of Europe.

Practices in regard to the type of assembly programs held in connection with Hallowe'en vary in different localities. In some schools the assembly, if one is held, is an occasion for a carnival spirit of wholesome fun and nonsense. Other schools present programs which are of an educational nature and feature activities connected with the history of Hallowe'en, its customs, superstitions, etc. The following program, given in the Junior High School of Wilmington, Delaware, might be suggestive to schools which want to plan an assembly program connected with Hallowe'en.

Opening Exercise.....Student
 Musical Selections.....School Orchestra
 Talk—"History of Hallowe'en".....Student
 Recitation—"The Hallowe'en I Like"....Student
 Violin Solo.....Student
 Play—"A Hallowe'en Surprise".....Dramatics Club
 "A Hallowe'en Story".....Student
 Dialogue—"Two Kinds of Jacks".....Two Boys
 Soliloquy of a Ghost.....Student
 Recitation—"If You Don't Watch Out".....Student
 Playlet—"A Hallowe'en Vision.".....Dramatics Club
 Talk—"Hallowe'en Customs in Different Countries".....Student
 Selections by School Orchestra

OTHER IDEAS FOR OCTOBER ASSEMBLY PROGRAMS

Some schools may find ideas for assembly programs which are better suited to their needs and interests than the above in the descriptions of three programs given in high schools last year which follow.

A Panel Discussion on Etiquette. This program was given recently in an assembly held in the Flower Technical High School, Chicago, Illinois.

Chairman.....President of Student Body
 Flag Salute.....Led by Student
 Singing of National Anthem....Led by Student
 Announcements of extra-curricular club projects and dates.....Principal

Panel discussion: "The importance of Etiquette in School, at Home, and Abroad." Six seniors speak on various aspects of topic followed by open discussion under direction of a student leader.

Introduction of Recreational Director, the sponsor of Flower High Dance Club, who spoke on details of correct procedure for issuing and receiving an invitation to a party (particularly high school prom or party given for service men) followed by description of all problems which might arise during the evening with the proper conduct to be expected by authorities of those who know how to conduct themselves according to rules of social behavior.

Reports on Special Projects..Student Chairmen
 Red Cross Club—Favors for hospital trays of

service men at Hines Hospital are furnished regularly.

Trade-dressmaking Class—Dresses for Red Cross are being produced on an extensive basis.

Cinema Circle—Goodman Theater plays are seen by members of this group, who also see a motion picture every two weeks.

Dance Club—Parties with Lane and Crane Technical High Schools for Boys contribute to the social life of the school.

Students Analyze Sportsmanship. Good sportsmanship was the topic for discussion at an assembly held last year at the Weatherwax High School, Aberdeen, Washington. The idea originated in a speech class, and was thought to be of sufficient importance to school welfare to be presented at a regular assembly.

Five capable students were chosen for a panel discussion, with one acting as chairman. The first speaker presented the point of view of the student on sportsmanship. He cited both good and bad examples observed about school and gave suggestions for corrections. The second speaker discussed the subject from the point of view of the athlete, and interviewed several players. The third speaker reviewed the duties and responsibilities of the yell staff. Here it was emphasized that the yell staff is in a position to control sportsmanship; also that it is the responsibility of students to cooperate with their leaders. The last speaker presented

the attitude of teachers and businessmen concerning sportsmanship in the school.

The chairman called for discussion from the floor, and many points of view were advanced. Students expressed their views with good judgment and intelligence. The most gratifying result of the discussion was that it started students to thinking as was indicated by the intelligent questions and reactions. At the close of the assembly, students had many new ideas and enthusiasm ran high. It was generally agreed that the assembly was one of the most profitable of the year.

PRE-AERONAUTICS ASSEMBLY, KINGSTON HIGH SCHOOL, KINGSTON, MASSACHUSETTS

Part I

A showing of the sound motion film, "Target for Tonight." This story of a raid by a British bombing crew and the preparation and carrying out of that raid provided the background for the assembly. As the film ran approximately forty minutes, the assembly was scheduled for two periods.

Part II

The entire aeronautics class contributed to preparation for the assembly, although only six boys appeared on the platform. A large scale map of the area involved was drawn by one group, and data concerning meteorology symbols and graphs to be used in explaining the work

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of a bombardier were prepared on a portable blackboard. The responsibility of each member of the crew was discussed by the class and individuals were nominated to act as engineer, pilot, navigator, gunner, bombardier, and radio-man. As a result of the discussion by each crew member, a narrative account of the preparation, takeoff, navigational difficulties, bombing, and return was interpreted for the student body.

The audience reaction to the assembly was unusually favorable. The program correlated effectively the work of the classroom and stimulated air consciousness among students.

Practicing Democracy

Since we are concerned with the democratic way of life, let us raise the question as to how much democracy there is in education itself. How much is there of democratic procedure between administrator and teacher, and between teachers and students? I know, as do all of you, of institutions where on paper or in theory there is a cooperative self-determined program of administration, but in actual practice the faculty have every decision they make vetoed or changed by the administrative head. This is like the parent who lets the child make his own decisions, as long as they are the decisions the parent thinks he should make. The result is that the child grows up and can only practice with his children what he learned from his parents.

Let us take a look at the relationship between teacher and pupil. The program in high school is so scheduled that the teacher dare not let the pupils learn by their failures, except as they get poor marks and non-passing grades. Here again there is need for scrutiny of the so-called democratic process as it works or fails to work in the classroom.— *Robert G. Foster*, The Merrill Palmer School, Detroit, in *The High School Journal*.

"Perhaps the most valuable result of education," according to Thomas Henry Huxley, "is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not."

The military victory and the treaties of peace can contribute but little to world progress toward freedom unless they are forerunners of a regime wherein increasing numbers of the peoples of the world shall have an opportunity to learn the benefits of freedom, the blessings of peace, the advantages of justice, and the satisfactions of security by having an opportunity to live under an order that makes these blessings attainable for all. This is education! This is building the convictions and developing the attitudes that will support a program of social justice and human welfare for all mankind.— *JOHN A. SESON*, in *Hawaii Educational Review*.

Publication Problems?

YOUR STAFF NEEDS the valuable assistance THE SCHOLASTIC EDITOR can give you with wartime publishing problems! Authoritative, how-to-do-it articles will tell you how to do the best job for school and country in your publication . . . keep you informed on government regulations and availability of publishing materials . . . teach you economies, and circulation-boosting plans . . . treat spe-

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News Notes and Comments

Education Week Program for 1943

GENERAL THEME EDUCATION FOR VICTORY

DAILY TOPICS

Sunday, November 7: Education for World Understanding

Monday, November 8: Education for Work

Tuesday, November 9: Education for the Air Age

Wednesday, November 10: Education to Win and Secure the Peace

Thursday, November 11: Education for War-time Citizenship

Friday, November 12: Meeting the Emergency in Education

Saturday, November 13: Education for Sound Health

"American School of the Air" Returns October 11

The "world's largest classroom" returns to the air on Monday, October 11, and continues through April 28, 1944, presenting 130 programs devoted to science, world geography, music appreciation, literature and current events.

The Research Division of the National Education Association has recently published an interesting report on "The Recent Court Decision on the Flag Salute."

New subscribers will be interested to know that several hundred miscellaneous copies of *School Activities* are being wrapped in packages of 27—no two alike and none of the current volume—and offered prepaid for \$2. This makes available at a nominal price over a thousand pages of material, much of it activity ideas and entertainment helps that are as timely and usable now as when they were first published.

Community programs for adults are sponsored by the American Association for Adult Education, 525 West 120th St., New York City.

Several state high school athletic associations are protecting their members against the inability to buy footballs and basketballs through their regular purchasing channels, by keeping a number of balls on hand for emergency calls.

Readers of *School Activities* are invited to send in write-ups of their own activities for publication.

The ideas offered in this number are available only because school people were willing to share their thoughts and experiences.

Future Teachers of America

The Third Yearbook of Future Teachers of America has been recently issued by the NEA. It contains the famous educational classic "The Tenth Generation" by Harry Stillwell Edwards, the story of the NEA; the NEA Code of Ethics; the NEA platform; the history of FTA; and a record of FTA chapters in 127 colleges and universities.

A copy of the 1943 Yearbook is given to each FTA member as a part of the FTA service of the NEA. To others the volume sells for \$1.00 per copy.

Athletic Council

Down in Macon, Georgia, the athletic and special service officers, with the help of the local USO, have organized an Army-USO Athletic Council for the four camps in their area—Camp Wheeler, Robin Field, Cochran Field, and Herbert Smart Airport. Boxing matches at the municipal auditorium are staged leading to the Golden Gloves Tournament. In aquatics swimming classes are held and commando water training courses are given. There are officers' and service men's golf tournaments, and track and field events including inter-camp track meets are held regularly.—*Youth Leaders Digest*

Going to Hold a Carnival?

How to Plan and Carry Out a School Carnival by C. R. Van Nice, supplies the plans and anticipates the problems of a school carnival. Price 50 cents. Order from *School Activities*, 1515 Lane Street, Topeka, Kansas.

Another Name-a-Bomber Drive

Highly pleased with results of a Name-a-Bomber drive to sell War Bonds and Stamps conducted by sixty member publications of the Columbia Scholastic Press Association last February, Treasury Department officials associated with the Education Section of the War Finance Division have given the "go ahead" signal for a similar contest to be conducted this fall, according to an announcement by officials of the Columbia Scholastic Press Association and its Advisers' organization.

The first campaign, inaugurated with a minimum of publicity little more than two weeks before the actual start of the drive, ran only

five days but resulted in sales amounting to more than half a million dollars. The primary purpose was to provide an opportunity for publications in small schools to earn an opportunity to name a plane.

Winner of the initial contest, determined by per capita sales during the five-day period was Reddick High School, in Reddick, Illinois, boasting a population of fewer than 200. Four runners-up, all of whom named pursuit ships, were: High School, Sharon, Pennsylvania; Public School 51, Buffalo, New York; Stephen S. Palmer High School, Palmerton, Pennsylvania; Washington Seminary, Atlanta, Georgia.

The second campaign is scheduled to begin Monday of National Education Week, November 8, and to close Pearl Harbor Day, December 7. In response to a request by C.S.P.A. officials, the contest has been opened to every school publication in the country, regardless of press association affiliation.

National Humane Key Award Contest

The American Humane Education Society announces its new annual contest for the most outstanding contribution to Humane Education. Open to all educators, the Society will award each year a 14-karat gold key (known as the National Humane Key), inscribed on one side with name and date of the winner, and in addition two hundred dollars in War Bonds or cash.

Entries may include projects on a humane theme, human plays or stories, original methods of teaching Humane Education, theses on Humane Education.

This year's contest closes April 30, 1944. All those wishing to enter the contest are urged to write at once to the National Humane Key Committee, 180 Longwood Avenue, Boston 15, Massachusetts, for entrance blank and rules of the contest.

1943 Debate Topic to Be Discussed

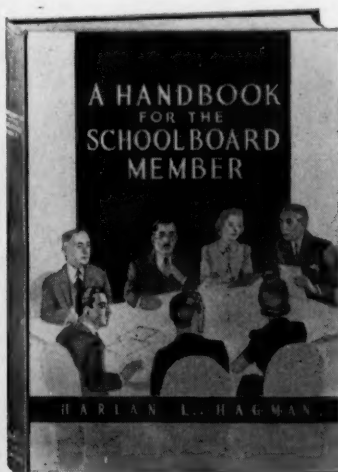
As in recent years, both sides of the current high school debate question will be presented by Harold E. Gibson, beginning in the November number of *School Activities*.

As "Journeys Behind the News" with Dr. Ben M. Cherrington enters its sixth year of weekly radio broadcasts, the Social Science Foundation of the University of Denver again offers a free script-study service to teachers and leaders of discussion groups in the Rocky Mountain region.

This service consists of copies of the scripts, discussion topics, test questions, and bibliographies mailed in advance of each broadcast.

"Now that our country is at war, the importance of pure music and all the fine arts is much greater than ever."—DR. WILLIAM LYON PHELPS in *The Etude Music Magazine*.

Does Your School Board Know the Rules?



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WHAT KIND OF A HIGH SCHOOL DO WE WANT AFTER THE WAR?

Louis Adamic says, "We need to realize as quickly as possible that this crisis is not so much a crisis as a rare and enormous opportunity which we must not muff." This was not intended to apply particularly to education, but it seems to fit the situation nevertheless. If we meet the challenge implied in Adamic's statement, here are some changes which might be possible and profitable:

Eliminate certain things in the program which have been retained because of tradition or to meet college-entrance requirements that do not meet the needs of pupils and contribute little to their educational growth.

Give all pupils practical work experiences.

Make the high school the center of community life and activities.

Use community resources and encourage pupils to participate in community activities.

Give more emphasis to teaching pupils to understand and appreciate democracy and the ideals for which it stands.

Promote a program of activities which will turn the energies and restlessness of adolescent boys and girls into constructive and creative channels.

Develop a program of recreation which will meet the present needs of pupils. Listen to the Educational Policies Commission on this point: "Indeed it is to be doubted whether any elements of the 'regular' curriculum are more educative than the activities associated with recreation. A shallow respect for false and harmful 'standards' has in the past kept recreative arts in the place of the poor relation. It is time to place them in a position of honor at the educational table."

These are, of course, vague statements. The aim is to focus attention on three questions which should receive much thought and discussion this year: (1) What are the opportunities offered at the present time for improving the high school? (2) What kind of a high school do we want after the war? (3) What should be the place of extra-curricular activities in the postwar high school?

This department will welcome contributions suggesting things which might be done to make the activity program or parts of it more effective and also reports of things which are actually being done to vitalize group activities in high schools.

HIGH SCHOOL TEACHES AMERICANISM BY STRESSING SONGS AND FOLKWAYS

At State College High School, State College, Pennsylvania, the spirit of Americanism prevails in its highest degree. I don't mean merely the sale of defense stamps, scrap drives, and other

wartime activities, but in the education of boys and girls in real American folklore and customs.

Pupils learn much American history, but not in the "textbook way." It is through pupil participation—in historical pageants, folk songs and dances, history and current events clubs, and the like.

Music has proved to be the greatest stimulus in the Americanism program of the high school. Why not be proud of American folk music and teach it to the boys and girls? Why not sing it as Americans? What about our American folk dances? Are we too proud to square dance or play folk games?

We Americans don't know enough about our country to show the proper appreciation of it. We take too much for granted. We don't stop and think about all the wonderful things we have. Why don't we bring our folk and pioneer songs out into the daylight and show the world a bit of America which is worth fighting for?

Stop and think what beautiful music we have in America: Negro spirituals, pioneer songs, Indian songs, cowboy songs, mountain songs, and many others. Yes, this art is deeply rooted in our American way of life, but we don't show enough appreciation for it. Let's get out and fight for America by fighting to keep what we already have and should be proud of.

Today there is too much talk about what Americans should do, and too little action. State High is doing her share to instill the real American spirit in an active and creative way. The pupils are too young to serve in the armed forces, but they are doing their part in using the slogan, "Keep them singing and dancing." Is your school doing anything to teach Americanism in this way? Do your pupils know American history in song and story?—AL ZIMMER, State College High School, State College, Pennsylvania.

ACHIEVEMENTS OF FRESHMEN RECOGNIZED ON HONOR DAY

Among the pupils in the typical four-year high school the freshmen, who need encouragement, receive the least recognition. With this fact in mind, North High School, Sheboygan, Wisconsin, introduced a Freshman Honor Day into the guidance program. This innovation proved so satisfactory that it became a precedent.

Each year the recognition program varies slightly. Near the close of the school year on the appointed day, the freshman class assembles in the auditorium. Their parents and friends are invited. A president of one of the nine home-rooms presides over the group, which includes over three hundred freshmen and their guests.

The freshmen are honored primarily for

scholarship, which includes grades in industry as well as in achievement. They are honored also for perfect attendance, for service on the school council, for participation in activities, and for distinction in athletics, music, art, and in academic subjects. The pupil who has written the best autobiography is announced at this time. The program of awards culminates with the choosing of a representative boy and girl.

Pupils take great pride in wearing the emblems awarded to them for excellence in work and for outstanding contributions to the activity program. These awards consist of a bow of blue-and-gold ribbon for each honor a pupil receives. Pupils are also given a tiny scroll upon which their names and the honor merited are written. It is customary to close the program with several activities of a patriotic nature in which all members of the class participate.—Contributed by the Journalism Class, North High School, Sheboygan, Wisconsin.

PLAN ANNUAL RIVER CARNIVAL IF LOCATION IS APPROPRIATE

Carnivals are held frequently in high schools, but few are located in places which make water carnivals practicable. In a number of high schools which are adjacent to or near a body of water, a water carnival is a very unique event. An illustration of how successful a water carnival is in certain high schools is illustrated by the water carnival of the North High School, Wichita, Kansas.

At this high school a water carnival is one of the most interesting events held during the entire year. The grounds are adjacent to a river which is kept at a permanent level by a dam. This furnishes ample space for boating and canoeing. The high school owns nine canoes which are used as part of the instruction in the daily gymnasium classes. These are used in the annual water carnival, which is one of the most interesting events connected with the activities program of the school. Business concerns, as well as pupil organizations, enter floats in the carnival. Flood lights make the carnival a highly picturesque scene. Last year there were twenty floats entered in the carnival, and over twenty-thousand people in attendance.

If your high school is located on a river or suitable body of water, try planning a water carnival as an event on the activities calendar. You will find that it is not only a way to raise money to give the activities program a boost, but also a means of providing recreation for the entire community.—O. E. BONECUTTER, Principal, North High School, Wichita, Kansas.

HERE'S A PLAN FOR DEBATE WHICH IS SELF-SUPPORTING

At South High School, Omaha, Nebraska, we have developed a debate program which meets four basic requirements of a speech activity. First, our plan provides opportunity for large numbers of pupils to receive experience in de-

bate before audiences. Second, the debate program is a self-sustaining activity. Third, current topics and problems are discussed frankly and freely before a large portion of the school population. Fourth, classroom teaching and assembly exercises are integrated into a unified program which is beneficial to the school and to the participating pupils. The technique is simple but unique.

Each month a committee representing the debate squad selects a topic of timely interest to be discussed in the auditorium. Neighboring schools are invited to participate in the program. Speeches are planned to take up one full class period. The audience consists of pupils who pay five cents each to come to the debate contest. Teachers may permit pupils to attend debates if the subject under discussion is of sufficient interest and value to their groups. Sometimes the class will send a representative who will make a report on the discussion.

During the school year of 1942-43, the following topics were discussed: Should interscholastic athletics be discontinued during the war? Should the government adopt a pay-as-you-go plan of taxation? Should a more drastic labor policy be adopted? Should the sale of intoxicating liquor be prohibited in military post areas? Should a league or union of nations be formed after the war to attempt to preserve peace? Should every young person be required to give a year of service to the government?

During the 1942-43 school year nearly six thousand pupils heard these topics discussed. A debate fund has been accumulated which now amounts to about two-hundred fifty dollars. The program is so simple that it could be easily adapted to conditions in any high school—R. M. MARRS, Principal, South High School, Omaha, Nebraska.

CLUB FUNCTIONS SPONTANEOUSLY IN BEST JOHNSONIAN TRADITION

Whenever I go through the hall of our school and pass the world history teacher's door, my mind goes back to the time when our high school English teacher described in her graphic manner the magnetic Dr. Samuel Johnson and his club of literateurs. Not that this instructor is another Dr. Johnson or that his companions are of celebrated literary fame. In fact, some of the pupils gathered about Mr. K. would scarcely recognize the name of Dr. Johnson, and there are no Boswells in the group that could tell about Mr. K. in a lasting way. To be truthful, the make-up of this group differs from day to day, but almost invariably there are pupils sitting around Mr. K.

This group is a club—a club in the Johnsonian sense. It has no constitution; no regular members; no regular meeting hours or club periods. There are no duly elected officers, no special equipment or even adequate seating. If seats were there, it is doubtful that they would be used. This is a discussion group—a club attentive to the remarks of others, sensitive to the pedagogical dynamics of the teacher. School

seats would only restrain the eager, lively attention of this club. They are too formal; bodies must be unconsciously adjusted to interest.

The nucleus of our after-class group is usually a pupil or perhaps two from the preceding period who lingers to ask Mr. K. about the remarks of a certain news announcer he heard the night before, or to tell what he saw in the paper that morning concerning Tobruck, Stahlingrad, London, or just the local city. This is sufficient stimulus; the background is the bulletin-board, the maps, and the omnipresent globe. This teacher has the rare knack of saying just enough to provoke discussion, of inserting just enough to enliven the conversation. He is always ready with the concrete evidence of the map, bulletin-board, and the globe. He has the Johnsonian facility of speech that enamours those that listen and piques those that disagree to argue their points. His personal stimulus is strong, but held in sufficient restraint so that others are not awed.

No need for a planned program for this current events club, for this history group. There is sufficient spontaneity in the situation to provoke discussion that leads to knowledge. No, Mr. K. does not know all the answers. A pupil who believes he does soon finds out that he needs to read this magazine or that book. The library must be consulted before tomorrow. Often Mr. K. brings in the reference book and uses it as a point of departure for the meeting. Many times

the theme departs far from the starting point, but always stays within the history frame of reference.

To me this is a club. It meets my definition of a club because there is lively, spontaneous interest. There is a desire to know "why." There is a feeling of being a part of the group, of having an opinion and of enjoyment in expressing it. There is a community of intellectual interest centered about a well versed, rationally balanced, stimulating teacher. This is a club. This is why I am reminded of Dr. Johnson.—
LAWRENCE J. LENNON, South Junior High School, Scranton, Pennsylvania.

LITERATURE FORMS BASIS OF ORIGINAL PROJECTS

The first twelve weeks of the second semester last year the Ardmore City High School, Ardmore, Oklahoma, developed a project or a series of projects which should be of interest to others. This grew out of a study of English literature and was designed to show the originality and initiative of pupils.

Discussion of the kind of activity which might be attempted to make the study of literature realistic led to suggestions of the following: scrapbooks; original poetry, short stories, essays; drawings, models, maps, woodcraft, and the like. The results were approximately one-hundred-

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seventy-five projects made by pupils. Included among these were beautiful items, such as:

All types of scrapbooks featuring biography, poetry, literary shrines, cathedrals, fashions, etc.

Models of two Elizabethan theatres

A pencil sketch of Canterbury Cathedral

Water-color drawings of characters in Canterbury Tales, characters in Macbeth, historical characters, authors, illustrations of poems

Books of original poems

Booklets of original short stories

Models of Old-English castles and landscapes

Old English printed epitaphs and epigrams

Collections of favorite poems, etc.

Grading of these projects was done in the nature of a country fair. All projects were placed on exhibit in the classroom and judged by the teacher. Red, white, and blue ribbons were attached, according to the worth of the item, which was judged on originality of idea, perfection, neatness, and amount of work. Blue meant first place; white, second; and red, third.

The exhibit was kept in place one day and pupils were allowed to examine and enjoy one another's work. Pupils and faculty examined the display during the activity period, at which time tea and sandwiches were served. Pupils were much interested in these projects, which were done almost entirely during leisure time of pupils. Such activities not only serve as a means of motivation for pupils but lead to the creation of other interests. We recommend a project of this kind to other schools as a means of vitalizing literature study and stimulating interest in all kinds of literary and creative activities.—BEN F. OGDEN, Principal, Ardmore City High School, Ardmore, Oklahoma.

PUPILS STUDY RACIAL GUIDANCE THROUGH COOPERATIVE EDUCATION

Last year University Demonstration School, Morgantown, West Virginia, gave emphasis to the study of inter-racial problems. The senior core-curriculum class spent several months working on this topic, and a conference to discuss the various problems involved in the relationships between the races was held in the spring.

For several months the University High School and the Monongalia High School for Colored Pupils held joint discussions on racial discrimination and segregation. This led to the suggestion that a conference be held in which all the five high schools of the county would be invited to participate. The meeting was held late in the spring, and the program was developed around the theme "Racial Guidance Through Education."

A chairman from the University High School presided over the morning session which consisted of reports and a forum discussion on various aspects of the problems growing out of

the relationships among races, and a joint assembly sponsored by Monongalia and University High Schools. The afternoon session was devoted to: speeches by prominent leaders of both races, who served as guest participants from the state educational institutions; discussion of the rights of minority groups; and suggested solutions of points brought out in the morning session. The final event on the program was a tea sponsored by the Home Economics Department.

The conference proved to be educational and profitable. It was a demonstration of how the members of the two races can solve mutual problems through education. It is the sensible and democratic way of dealing with problems of inter-racial cooperation. Many constructive points were brought out, but the following seemed to be the keynote: "Move, but move slowly and cautiously." It is the hope of the schools which participated in this conference that others of a similar nature will be held. It is our belief that only through education can the answer be found to this problem.—ROSALIE SANDERS, University High School, Morgantown, West Virginia.

UTILIZE NOON HOUR TO TEACH WORTHY USE OF LEISURE TIME

Worthy use of leisure time by pupils during the noon hour is one of the oft sought objectives of every school system. The Junior-Senior High School, Austin, Minnesota, is rightfully proud of its noon hour activities program which, originating seven years ago with a mere handful of participants, has grown to become an organization serving the needs and desires of approximately five hundred pupils daily.


In charge of administration of the program is a committee consisting of two faculty members who serve as supervisors and several pupil leaders who assume most of the responsibility for the activities. Pupil leaders are selected from a group of volunteers.

The general plan of the program provides one major activity which varies each day of the week, supplemented by several minor activities which remain constant throughout the week. The major activities include the following: Monday, social dancing; Tuesday, song fest; Wednesday, free movie; Thursday, pay movie; Friday, amateur contest. The majority of pupils are enthusiastic about attending and participating in these sessions, but for those who are not particularly interested, facilities are provided for a game room, chess room, library, typing

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room, and a study room used for make-up work by rural pupils.

The program is supported financially by the Thursday pay movie, which has built up a reserve of \$190.00 within the past two years. The showing of thrilling serials proved to be the greatest attraction.

Pupils and teachers alike have dubbed this noon hour program of recreation a "must" in the school system.—L. J. GUSTAFSON, Principal, Junior-Senior High School, Austin, Minnesota.

PUPILS IN WINSTON-SALEM DISCUSS SCHOOL PROBLEMS

Last year the House of Representatives at R. J. Reynolds High School, Winston-Salem, North Carolina, began a series of open forums in which all pupils participated. These were planned to enable pupils to voice their opinions on ways to improve the school government. Two members from the freshman, sophomore, junior, and senior classes were chosen to sit on the stage and open the discussion in which anyone in the audience could feel free to take part.

Three of the subjects discussed in detail at these forums were: honor system, responsibility, and social activities. Some of the questions brought out in these discussions are presented to show how important they are in school government:

HONOR SYSTEM. Why are violations such as cheating, lying, and forgery not corrected by this system? Why do they still occur? Do people, as a whole, have the honor to uphold such a system? What position should the council take in enforcing this system? How much should be left to "honor" only? Do pupils have the opportunity to become familiar with the principles of the system? Do the majority of pupils consider a violation of it a serious offense? Should it be so considered by school officials and the council?

RESPONSIBILITY. Should we not have more interest in the activities and appearance of our school? Why is there more criticism than leadership in starting improvements in our school? Why do some few pupils seem to hold all the major offices? Should pupils be restricted in the number of extra-curricular activities in which they are allowed to participate? To what extent do pupils in school elections vote on the basis of ability rather than personal popularity? How many pupils realize their legislative power (by proposing a new law in the House of Representatives) and have really thought of improving something in the school through this method?

SOCIAL ACTIVITIES. Why is it that individuals or small groups do not supply their own social entertainment? What social activities should the school provide in these times? Why does such a small percentage of pupils attend school dances? Can pupils be put on their honor to behave at school socials? Are out-of-school dances held

downtown for pupils conducted in a desirable manner?

From these discussions pupils are beginning to realize that it is their duty and privilege to mold their government with their own opinions; and pupil leaders, who are gaining skill in forum discussions hope to make these affairs a means of giving all pupils a voice in school government.—House of Representatives, R. J. Reynolds High School, Winston-Salem, North Carolina.

SCHOLASTIC MAGAZINE SPONSORS INSTITUTE OF STUDENT OPINION

Last year *Fortune* magazine conducted a nationwide poll of pupil opinion on problems of the day which attracted much attention. Now high school papers of America are invited to become members of a national Institute of Student Opinion and to take part in surveys to find out what ideas young people have on problems which concern their welfare.

The sponsor of the Institute of Student Opinion is *Scholastic* magazine, 220 East Forty-Second Street, New York, New York. Almost a thousand papers participated in the first survey.

One of the benefits which may come out of the war is that the American people will emerge from it with a deeper understanding of their problems and a determination to do something about them. Young people in particular are becoming increasingly alert to the problems which concern the welfare of America and their own future. The Institute should meet a need of the high schools for an agency to focus the attention of pupils on significant affairs of the day, and to give them an opportunity to express their opinions on questions growing out of the trend of today's events.

Aside from helping acquaint pupils with problems which confront us at the present time, the Institute should be a means of teaching valuable skills to pupils. The techniques developed by such agencies as the American Institute of Public Opinion which have been tested and perfected over a period of years will be employed in measuring pupil opinion. It is expected that most of the questions asked in the surveys will come from pupils. The Institute furnishes the materials for making the surveys, totals the returns from the various schools, and publishes the results. A monthly survey of pupil opinion such as the Institute is planning to conduct on a national scale was suggested last year in this department as a project for school papers.

SOMETHING TO DO IDEAS IN BRIEF

Set aside the week after Hallowe'en, October 31, for a clean-up campaign. Let the school council sponsor this campaign, and make an effort to get all pupils to participate in it. The activity should not only include putting things in order following the celebration, but should

be a means of getting pupils to take pride in living in attractive surroundings.

Is your school participating in the Victory Book Campaign? A good project for the Library Club is to sponsor this campaign to collect books for the members of the branches of the armed forces.

Post a calendar of school events on all bulletin boards each month. The calendar might also be published in the school paper. Another good project for some group is to prepare each month a calendar of significant events in the community.

William James, America's great psychologist and brother of the novelist, Henry James, was once asked why his family was so outstanding in intellectual matters. "Well," said William, "our parents encouraged free debate at the dinner table. If one of us boys made a statement, the other would challenge him, and a debate soon was in progress. . . . By this method we simply whetted our wits on each other." No one ques-

tions the value of debates, forums, and discussion groups in high schools as a means of putting a keen edge on the intellects of pupils. Is your school encouraging these activities?

These sentences lifted from the text of a speech by Father Flanagan, head of Boys Town, suggest some good ideas for editorials in the school paper: "Three things are necessary in the life of a growing boy: Athletics, Religion, and Education." "I know how important athletics and recreation are—how all-important they are in what you rightfully term 'adult neglect'; parental neglect, I say, and others miscall 'juvenile delinquency.'" "I have never known a kid who played wholeheartedly in organized sports who ever became a criminal. I never knew one."

Consider the possibility of giving high school pupils responsibilities in connection with the administration of playgrounds, the physical training program, and recreational activities. During the past summer several cities employed high school pupils as assistant playground supervisors to supplement the regular trained staff of playground leaders.

Place a box in some convenient place in the school building and encourage pupils to deposit suggestions for new activities, questions and topics for discussion at meetings, ideas for programs, etc. This will yield many good ideas and encourage pupils to think about activities and problems of the school.

The basis of this department is ideas for significant activities and projects (what might be done by high school activity groups; what has been done). These are usually supplemented by suggestions to help understand and carry out the ideas proposed. Select some outstanding or unique activities which are being carried out in your school or some new idea which has occurred to you and develop an item for publication in the "Something to Do" department of *School Activities*.

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LIST OF HISTORICAL DATES FOR OCTOBER

October 3, 1800, George Bancroft, best known as a great historian and educator, although he has claim to distinction as a statesman, was born in Worcester, Massachusetts.

October 4, 1822, Rutherford B. Hayes, nineteenth President of the United States, was born in Delaware, Ohio.

October 5, 1830, Chester A. Arthur, twenty-first President of the United States, was born in Fairfield, Vermont.

October 7, 1853, James Whitcomb Riley, known to every school pupil as one of the most popular American poets and humorists, was born in Greenfield, Indiana.

October 9, 1871, a great fire destroyed a large part of Chicago; Fire Prevention Week is observed during the week which includes the an-

niversary of this fire.

October 11, 1821, George Williams, founder of the Young Men's Christian Association, which now has a membership in the United States of over one million, was born in Somershetshire, England.

October 12, 1492, discovery of America by Christopher Columbus; has been observed in America as Columbus Day since October 12, 1792.

October 13, 1792, the cornerstone was laid to the President's house in Washington, D. C., sometimes known as the Executive Mansion, but popularly called the White House.

October 15, 1846, ether was used for the first time to deaden pain in a surgical operation. Dr. John C. Warren of the Massachusetts General Hospital was the first to use ether, but Dr. Oliver Wendell Holmes gave the name "anaesthesia" to the insensibility to pain caused by the ether. The anniversary of this milestone in the history of medicine has a wide observance.

October 17, 1829, the date of the opening of the canal which connects the Delaware River and Chesapeake Bay, was an important event in the history of commerce and transportation.

October 18, 1867, Alaska was transferred from Russia to the United States, making England the only remaining European power with possessions on the mainland of North America.

October 19, 1735, John Adams, the second President of the United States and the first distinguished man in what became one of the most notable families in America, was born in Braintree, Massachusetts.

October 19, 1781, General Cornwallis surrendered the British Army to General Washington at Yorktown, Virginia, which brought to a conclusion the hostilities of the Revolutionary War.

October 27, 1858, Theodore Roosevelt, twenty-sixth President of the United States, was born in New York City; anniversary of the birth of Theodore Roosevelt has been observed as Navy Day since 1922.

October 31, Hallowe'en.

Comedy Cues

VARIETY

Teacher (to class): Now, children, I want you all to draw a ring.

Tommy drew a square.

Teacher: Tommy, I told you to draw a ring, and you have drawn a square. Why?

Tommy: Mine's a boxing ring.—*Becker County Beacon.*

PATRIOTIC MENU

Just cut yourself short on sugar,
And be saving of fats and grease;
Then we'll sweeten our coffee with freedom,
And butter our bread with peace.

—*Texas Outlook*

THE ERROR

The typographical error is a slippery thing and sly.

You can hunt till you are dizzy, but it somehow will get by.

Till the forms are off the presses it is strange how still it keeps;

It shrinks down in a corner and it never stirs or peeps.

The typographical error, too small for human eyes,

Till the ink is on the paper, when it grows to mountain size.

The remainder of the issue may be clean as clean can be.

But that typographical error is the only thing you see.

—*Phoenix Flame*

In England today they tell the story of the prayer of the little girl who in the midst of a succession of nights of terror by bombing, prayed for her grandparents, for her father and mother, for her brothers and sister, asking that God take care of them, and then concluded, "and now God please take care of yourself, for if anything happens to you, we're all sunk."—*Youth Leaders Digest.*

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